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APRIL, 1908

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# The Library Journal

VOL. 33. NO. 4. APRIL, 1908

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THE change in the date of the Minnetonka conference, noted in its official place in these columns, is a matter for congratulation, since it disposes of what was the serious drawback to this year's meeting of the American Library Association, the fact that the convention of the National Educational Association was set for the same date. Now that both meetings are to be at different dates and yet in close sequence, and with the comparatively slight distance between the places of the meetings, a wide mutual representation may be expected at both. The interchange of thought and criticism between the members of the one association and those of the other must always be illuminating and tend to broaden the professional perspective; and it is well that the library view of school work should be confronted from time to time with the school view of library work. In this School Number of the LIBRARY JOURNAL much space is given to the educational as distinguished from the library point of view. President G. Stanley Hall, of Clark University, brings the investigations of the expert psychologist to the service of librarians in the opening paper, and doubtless his words in print will have the same careful attention from the library profession at large as his spoken words had from the New York Library Club, and President Atkinson, of the Polytechnic Institute of Brooklyn, presents in his interesting paper, an analytic study of children's reading from the educational viewpoint.

THERE is always question, of course, whether the specialist, be he psychologist or librarian, does not overspecialize. What Dr. Hall has to say as to boys' reading and girls' reading, respectively, as based on fundamental sex-characteristics, will be considered with interest, although many librarians will not altogether agree with the views he has expressed. But it must be admitted that there are and must be classifications within classi-

fications, and that the sweeping term "children's reading" may be but a glittering generality. The direction of children's reading should have the two-fold aim of interesting children in really good books, as literally a recreation throughout life, and also guiding them to the tools which will help them fashion their lives as adults. The one side of the work is subjective, a matter of the child's taste as well as of the librarian's sympathy, knowledge and good judgment; the other side is more objective, a result from experience wider than the child's, though the child's aim or position in life must first of all be considered. These considerations indicate that boys and girls must be treated with discrimination and make the lines of differentiation, which Dr. Hall points out, the more suggestive and directive.

DR. ATKINSON's study of young people's reading gives further proof of how important a part the personal equation must always play in things immaterial, in the literary and artistic expressions of life. The vital note in the choice of reading of the child, as of the adult, is guarded by the talismanic words "what I like." It is true that the liking for good can be developed and cultivated, and by judicious guidance the child that weeps over Elsie's sorrows to-day may thrill over Rebecca and Ivanhoe to-morrow. But it is in the cultivation of taste alone that a higher standard can be attained. Therefore, it is especially significant, as Dr. Atkinson points out, that the result of the most careful tests in Springfield, was to show that children's reading in the grammar schools reached a far higher standard, comparatively, than did the literary taste of high school students. The strange, haphazard choice of books displayed by the children is also proof that the untutored youthful mind will generally move along the lines of least resistance. It might prove helpful for children's rooms in public libraries to

undertake some such plans for pupil study as those described by Dr. Atkinson.

THE condition of school libraries in North Carolina, pointed out in Miss Matthews' paper, is exactly that of the school libraries of New York State two generations ago. Something like a million books supplied for school libraries throughout the Empire State practically disappeared from view, because the school organization was not such as to handle them adequately. In many cases they disappeared as completely as those real or supposed treasures of literature in the burned library, if ever that existed, of ancient Alexandria. What Miss Matthews has to say as to the waste of opportunity in supplying to rural communities like those in North Carolina books for children's use only, when there are thousands of "grown-ups" requiring the benefits of the library, cannot be too strongly emphasized. Her caution as to the over-emphasis on children's reading in northern libraries is worthy of consideration, although we are disposed to think that she herself has over-emphasized this feature of the library situation. We do not think the libraries are many in which children are given such complete attention that the elders are excluded from proper consideration. But if there are such they should mend their ways.

THE first meeting of the American Library Institute brings that body into prominence with evidences of a spirit of harmony and effectiveness. Although possible future changes in the Council might render the existence of the Institute less essential to library interests, the present determination that the Institute should be continued, is justified by the practical character of its initial meeting. The subjects under consideration as presented, and the resulting discussion, which are covered in the report published in this number of the LIBRARY JOURNAL, are of broad interest to the profession. The question of the permanent value of books, and the consideration of their final rejection at the end of their period of usefulness, has been often touched upon, and appears to be now approaching to a crisis, and the economic side of the question is ad-

mirably presented by Mr. Dana. The subject of libraries as permanent depositories for public documents, presented in a paper by Dr. Canfield, demands the attention of all librarians interested in the collection of government publications. The futility of any file that is liable to sudden discontinuance, or is of but spasmodic continuity, is self-evident, and it is to be hoped that libraries once designated as depositories will not be "dropped" in favor of some other library in the same Congressional District. The usefulness of public documents to the community, as a source of information and as tools for study and research, is but in the era of its discovery and the promise of its full fruitfulness lies in the future, nothing therefore should be allowed to interfere with its development. The methods of procedure adopted by the Institute to insure the continued designation of the same libraries as depositories will, it is hoped, effect the desired results.

PRECAUTIONS in keeping books in good condition are difficult always, but there is sometimes a tendency in library administration to hold the reader of the moment responsible to an unfair extent for damages to books. A rule, for instance, that a reader shall be charged for defacements in a book unless he has reported the condition of the book as he takes it out, naturally strikes readers as unjust and so repels them from a library. This is judging a reader guilty until he is proved innocent. It is not fair to expect a borrower to inspect the book critically as he takes it out, and he may fairly take for granted that the library gives him the book in good condition and hold it instead of himself responsible for what he has not done. There are also cases in which the attendants in the library are more or less responsible for the bad condition of books. We have known of instances in the remote recesses of large libraries where a page was found using books instead of a step-ladder to climb to a shelf beyond his reach, and library assistants are not always beyond criticism in their handling of books. The public should be held to fair responsibility for the condition of books that are given out in good condition, but the *onus probandi* should be on the library side.



## CHILDREN'S READING: AS A FACTOR IN THEIR EDUCATION

By G. STANLEY HALL, *President of Clark University, Worcester, Mass.\**

ONE of the most significant culture movements of the decade in this country is the encroachment of the library upon the school. In the grades the library now goes to the school and the school to the library. Librarians make the children's reading room attractive and tell stories even on fine days, when some children ought to be out of doors, and offer most seductive lists of supplementary reading for every grade and topic. The high schools expect the pupils to find help in the library for debates and composition, if not for daily lessons, and librarians teach them how to get at what they want. In the college and the university the library is becoming more and more the heart of everything and the professor a grand chamberlain to introduce books, give their credentials and inspire to read them. The library is the center of the seminary and a necessity even in the laboratory. More and more of our college dons' teaching is where to find what literature may be wanted. Now, for young people, nearly half of whose body by weight is muscle, to sit in closed spaces in the usual reading postures and exercise only the muscles of the eye that weigh two ounces, monotonously zig-zagging across the printed pages, while nearly a quarter of fourteen-year olds develop eye defects, presents a serious problem in racial hygiene. If the child actually becomes bookish something is usually the matter with it. But, despite the dangers, the advance of the library upon the school is on the whole a vast benefit for the latter, which I would represent and I could easily consume my hour in describing actual and hoped for good results.

One danger that now looms big is that of mediocrity, of the second or tenth best in literature, for the great problem of selection from the so rapidly growing mass of juvenile books is by no means solved, not even in Germany by Ziegler's *Jugendschriften-warte*, with its 78 committees in 28 German states, or by Wolgast's *Prüfungs-ausschüsse*, that gets often a dozen expert verdicts for each book and accepts or condemns to oblivion, a muster that it is hard for a poor book to pass and upon which the sentences pro-

nounced are crushing. The sad fact remains that children can develop a veritable *caecothus legendi*, or a passion for reading per se — things on or below their own level that they ought to learn in the more vital ways of experience and conversation. Printing gives no added value to commonplaces, and the reading habit should not dignify platitudes. Apprehension through the printed page is slower and involves more nervous strain than perception, and the book is liable to get between the child and nature and life. Child life in the field, on the street or at home is rich and must not be encroached upon. Not only may the new knack of reading or seeing familiar things through the medium of print, by authors who strive to get down to the children and tickle them by quaint affectations of style, become a distinctly neurotic habit, but it may make things near seem afar and unreal and bring mental anemia. The charm to a country child of reading in the first grade literature of the cow, pig, dog, cat, which he knows so well at first hand, is almost meretricious, and the same is true for the city child and also up the grades. Nor is it well to spend much time in reading about what every child is certain to learn anyway at first hand a little later. Thus the precept to read only what adds something essential, what could not be got otherwise and outside the stern and narrow time and place limitations of the child's individual life, would reduce many of the lists, and neither in the school nor the home can or should the book compete with the oral story. So, too, illustrations should be many of them colored, some of them full of action, with broad and simple treatment, perhaps drawable, not too often making really pitiable misfortunes humorous or jocose and thus blunting pity or suggesting mischief, like Peck's "Bad Boy," but with plenty of animals and children, though not of the Greenaway short-waisted, doll-faced type that never grow up and which charm adults, but cannot compete for the suffrages of children with the rough daub of Strewwell-peter.

When the child can read and its soul can take flight through the vast psychic spaces represented by books, there are also new possibilities of degradation, moral, physical

\*Read before a joint meeting of the New York Library Club and the Long Island Library Club, January, 1908.



and mental, and just as, since charity is now a science as well as a virtue, we must not give doles to beggars indiscriminately, lest they pauperize and beset; so we have no right now even to teach reading without taking every possible precaution that the vastness of opportunity cause no decadence or brain muddle. For nothing is more dangerous than great ideas injected into small minds or lurid tragedies made the habitual diet of excitable souls, as in yellow journalism. Possibly the world's best is too great and just barely possible its undiluted best is too good for some children. Books true to life and that interest are sure to have some bad characters and acts in them, but perhaps the pale bookish way is the best to make children acquainted with the inevitable evil they must know. Even the Sunday-school library, the function of which is now happily growing, must and does not now exclude all but goody books.

Differences in reading tastes between boys and girls, which are very slight in early childhood, appear several years before puberty, and thereafter increase rapidly. These differences are so spontaneous, so well established by many statistical studies by various methods upon so many thousand children that they should be duly recognized by librarians, teachers and parents. These are among the most interesting and important revelations of how very diversely nature has decreed that the soul of the two sexes should develop. Chief among these taste differences are the following: girls usually read most books. If they do not acquire the habit earliest, they certainly maintain it after that of boys' has begun to decline, and some censuses indicate that they read most at all ages. Even at those ages when they certainly read most, viz., the later teens, they read fewer different books; that is, a larger number read the same. Girls rely more upon the recommendation of teachers, companions and others, while boys show greater independence and individuality of choice, and hence use on the average a wider range of books. Girls read what others read, while the books others know have less charm and sometimes almost repel boys, who prefer to be ignorant of what all others about them know and to interest themselves in what none or few others have read. Again, secret and clandestine reading of literature that is condemned, forbidden or disapproved is more common among boys, for prohibition attracts them and

arouses their curiosity. Hence, they more often fall victims even to the literature that it is a crime to print, circulate or own. The vast amount of this literature now confiscated and destroyed by the purity societies shows at once the extent of the danger and gives hopes that protective agencies against it are becoming more effective. In the teens, boys often look somewhat askance at reading recommended to them by lady teachers, who often fail to understand how widely their tastes differ from those of girls. With the present feminization of teaching, therefore, boys are more uncontrolled in their reading. This, I think, we may connect with the oft noted fact that men, young and old, often condemn much which they read when young, while women are more prone to advise others to read what they did when girls, their mature judgment more often coinciding with their childish tastes. Both sexes love literature about animals, but in a different way; girls preferring accounts of pets and domestic animals, while boys care most for the literature of wild, savage beasts and for hunting. Girls love cats, which ripening boys often abhor, strongly preferring dogs, often sharing the enmity of the canidæ for the felidæ. This may be atavism, for men were huntsmen of old, while primitive women domesticated nearly all the animals that serve man.

Again, boys read most history, science and travels, girls most novels and poetry. The historic interest of the latter is more often personal than biographic. Boys love adventure, girls sentiment. Women writers appeal far more strongly to girls in the teens than to boys, for whom at this age few women can write attractively. In childhood both sexes are interested in fairy tales, but girls most, and while boys practically cease to care for them by the fourth or fifth grade, girls' zest continues through the sixth, seventh and later. Girls care far more for niceness, whether of style, binding, illustration; treat books better and are more amenable to library rules. As between content and form, girls care relatively more for the latter, boys for the former. Girls love to read stories about girls which boys eschew, girls, however, caring much more to read about boys than boys to read about girls. Books dealing with domestic life and with young children in them girls have almost entirely to themselves. Boys, on the other hand, excel in love

of humor, rollicking fun, abandon, rough horse-play and tales of wild escapades. Girls are less averse to reading what boys like than boys are to reading what girls like. A book popular with boys would attract some girls, while one read by most girls would repel a boy in the middle teens. The reading interests of high-school girls are far more humanistic, cultural and general, and that of boys is more practical, vocational, and even special. Girls' interest in love stories and romance is earlier, far greater and continues longer than with boys, and the same is true, although to a somewhat less extent, for society tales.

Reading crazes seem to be experienced in some degree at some time by the majority of school children. Some read for years with abandon and intoxication, rushing through an amount of literature that would seem incredible were not the evidence so abundant, while with others the passion is milder and briefer. It usually occurs just before or perhaps in the early teens, when it seems as if the soul suddenly took flight, awakening with a start to the possibilities of transcending the narrow limitations of individual life and expanding personality toward the dimensions of the race itself, as if trying to become a citizen of all times and a spectator of all events. This is one of the most interesting phenomena of youth standing tip-toe on the mount of expectation as the vista of life first bursts upon his view. Those who experience this in full measure are never the same thereafter. It seems to occur somewhat earlier in girls than in boys, and to more often cause a bifurcation of the inner life of idealization and fancy with the outer life of dull and often monotonous daily routine of a girl's life in school or home. In reverie she dreams of wealth, splendor, heroic wooers who take her away to a life where all desires are fulfilled, where the possible becomes actual and castles in the air materialize. This also often makes the future seem so rich and full that some disillusion is inevitable later. Boys, in the book craze, also sometimes read away from life; but feeling that their destiny is to be of their own making are more liable to be spurred to action, occasionally to be sure, to run away, to fight Indians or become bandits, or beat their way to a city and to fortune, but usually to strive to achieve more legitimate ambition, to win fame, fortune, beauteous maidens and to do great deeds. Ruskin and others since have

deprecated the danger of such passionate devotion to the reading of the best things life has to offer him lest ordinary life pale by comparison and become humdrum and insipid and home and parents seem stupid and commonplace, but is it not on the whole well to feel strong and early the spurs of that discontent which is the first step to better both self and environment?

There is still a far too wide difference between the reactions of children to spontaneous reading and to that prescribed for them by adults. From eight to ten into, if not through, the teens every statistical study yet made shows a rapid rise in the amount of reading chosen by the children themselves, while both Barnes and the Hartford Report show a striking decline in the stated reading which the school demands. Though it be done, it is with steadily declining interest. The ponderous list of the Wisconsin State Superintendent in 1902 of 1588 books for high-school libraries selected chiefly by principals and college professors, a list outside which it is illegal to purchase either books or editions with library funds, seems to me a good modern instance of an organized attempt to control pupils' reading by adults without sufficiently consulting their tastes. The same is true now to a great, now to a less extent, by half a shelf of other books, pamphlets and articles I have collected (the 100 or 500 best books, standard child libraries, courses of reading, sometimes approved by formidable lists of literary and other great men and women, etc.). Some of these lists omit many of the good books that children would have voted in, had they been consulted, while others contain most of them, but with nothing to designate their popularity with juvenile readers or to distinguish them from adult prescriptions. It is already possible, however, to make a good beginning of a juvenile library of books children of each age prefer, and one of the chief needs of the day in this field is more statistical data of what they love best and a canon of child classics or Bible compiled from their suffrages, or of what they most often recommend to each other. Those are greatly in error who think we have solved the problem of children's reading. We have, in fact, just begun to see its dimensions. We can, however, already (1) perceive some great crying needs of books of a kind which do not exist, (2) discern the outlines of a method of selection

not yet applied, and (3) some principles of elimination by which an index expurgatorius could be begun. Let us consider these:

1. We need a series of animal and bird books, of which as yet I have never seen a single proper specimen; for instance, a monkey book, a book devoted to the wolf, fox, bear, lion, tiger, elephant, dog, eagle, and two or three dozen other forms of animal life. In other words, there should be a child's animal library and here some publishers or authors are certain to make fame and fortune as unexpected as that which came from the Teddy bear, from Uncle Remus' Brer Rabbit, from Black Beauty, or in the Middle Ages centered about the living totem of the lower classes, Reynard the fox, of which a thousand editions are extant. The veins of interest here are comparable to those producing natural gas, oil, coal and other great resources when their richness was first perceived and great results are certain, provided only the exploitation be right to achieve these results. Certain principles can be laid down with confidence. Each of these books must be very copiously illustrated, often in colors and all the recent nature books not faked must be cross-sectioned and laid under tribute. Let me describe one or two of these ideal but as yet non-existent animal books for the young, beginning for instance with the monkey-book. It should first describe from all available resources the life habits of typical species, how they live in troops, their leaders, their battles with each other and with the enemies to which they are most exposed, how some of them break up into family groups at the pairing season, how they carry and care for their young, the daily routine of the male and the female, the dangers to which they are exposed, their food habits, how they sleep, their migrations, their organized forays, their diseases, parasites, reactions to extreme heat and cold, their language—all these compiled from trustworthy sources now so accessible and well known. While true to fact, the style should be lively and the anthropomorphism frankly seen to awaken and sustain humanistic sympathy. Another chapter should be devoted to the monkeys in captivity, their domestication, characteristics of species and their training, its methods and results, with biographical sketches of famous apes, particularly the great four now living, chimpanzee, gibbon, orang and gorilla, with plenty

of authentic anecdotes, etc. Another section should tell of monkey myths from the ancient Hindu war against Ballin, king of all the monkeys, to the way in which primitive races that know them best regard them, with fables of their imitativeness and other traits from *Æsop* down. Then, too, there should be a brief and popular story of the surprising results of recent experiments upon ape intelligence and educability. In another section for older readers there should be a few skeletal comparative plates showing species and the relation of their frame to that of man—perhaps all on a single page with another of comparative embryological development and one or two more to illustrate comparative anatomy of other organs and one or more outline maps should show the habitat of different species which should be represented by cuts as numerous as in *Brehm*.

In a page or two there should be a brief statement about the fossil monkeys, particularly the great ones ending with the *Java pithecanthropus* and a paragraph should state some of the Simian traits in men and in babies. What is wanted is a general survey of all that is known with stress not upon morphology but upon behavior—all condensed, simplified, humanized, richly dight with moral and copiously studded with incident and story in a way to awaken sympathy and give knowledge of the forms of animal life nearest to man—possibly his cousin, having a common but yet undiscovered ancestry.

So a comprehensive dog book constructed on somewhat analogous principles with a little about pedigree, domestication and many cuts of breeds, a great deal about disposition, the manifest services which dogs have and still render to man, etc., is another need—their courage, devotion, stories, poems as numerous perhaps when brought together as those on trees collected by the writers of *Arbor Day* monographs. With this might go the very educating experience for a boy of owning and caring for a dog. Nearly every trait of human character is seen intensified and simplified in the instincts of the canine species, so that a good knowledge of dog psychology and ethics is one of the best pedagogic introductions to the study of human nature and the same would be true with variations and diverse degrees of the other books.

Such a library would awaken a deep and often dormant interest in the parents themselves and bring them into closer rapport with

childhood. Children have a right to revisit thus the ancient paradise of the race when men knew more and lived nearer to animals, both hostile and friendly, and often worshiped them or derived their descent from them, for they have been on the earth indefinitely longer than man. Lack of this there is in the child's soul a missing link greatly needed in education, a vacuum which may be filled by the regenerative psychic tissue of morbid fears, perhaps of imaginary creatures or by cruelty, but I can only suggest this and must pass on.

2. Another crying need of childhood for mental pabulum even in this age of juvenile books is for condensed and simplified stories of the great mythic cycles, epics and classics that arose and took form in the youth of all the great races that loom up in history. There is a rich mother-lye of culture that has had vitality enough to survive for ages before, and without the aid of print, and which constituted about the whole of the educational material of older days. When this shoots together into such ethnic monuments as Homer, the Niebelungen, the Arthuriad and the rest it well tribes together into races. To this, far back though it be in time, the soul of youth is nearer than it is to the last election, for where the world is young there youth belongs and is at home. I have several score of books epitomizing this material for youth, and, although they are of different degrees of merit, the best of them do not, in my opinion, quite fit youthful nature and needs. To bring them home and to bring out their full power, they must be fluidized again and their material put through a long and laborious process not all unlike that to which they were subjected in the dim ages of the scalds, bards and other transmitters and molders of tradition. This is a new and great pedagogic demand and the next step inevitable, I am optimist enough to think, because needed. It will require the co-operation of many people and many years to complete it. These great classics of the world must, in a word, be re-edited jointly by teachers and other adults on the one hand working with children somewhat as follows: Let each who enlists in the work select some story, be it Orestes or Hamlet, Ajax or Philoctetus, Faust or the Wandering Jew, or any one of a hundred others, master it, feel all there is in it and then tell it to children as effectively as possible, but al-

ways have them, after a brief interval, give it back in writing or orally in order to show just what parts and phrases sunk deepest, were retained with the greatest fidelity and exerted the greatest influence upon the youthful soul. Upon this basis, the telling version should be revised and recast and the story told again and given back until at last, like an actor who has played the same part for years and may have changed it to something quite different from and more effective than what the author made it, he can say—this story thus told best fits children of a certain age, for instance, in this form those of six, in this those of ten, in that those of fourteen, etc. When many have done this for many of the best story radicals, we shall have begun to evolve a true child's canon of the great classics of the race. These versions should be shorter, simpler and very different in many respects from the originals and from the editions lately made by editors in their studies without the aid of children, but immensely more effective. May we not say that every child might demand as a right to feel the power of these great supreme traditions of mankind? They are charged with moral power, mental stimulation and æsthetic inspiration. No creation of individuals can approach them in either of these respects. They are like the eternal stars, while our contemporary ad hoc stories are like tallow dips which may obscure the light from the planets themselves, merely because they are so near. Occasionally, the text itself of these old legendary themes cannot be improved on for the young, but there is always much that needs to be elided, much to be condensed, perhaps still more that needs recasting in form and may be made very telling, while if read as it stands in the text, it takes no hold whatever. Some great themes like, for instance, the Golden Age, and Paradise still need original mosaicing and editing and could then, as Pfeleiderer says, be made of great worth. Now enough of this editing has already been made to show both its practicability and its great educational value. One of the chief pedagogic tasks of the rising generation, then, must be to re-edit these grand mental sources which have made nations and races, which have been the nucleus about which culture and nations have evolved. Some of them have been reconstructed many times by master minds for adults, but children have as much



need of them as of the homunculi called dolls, or reduced adults, or of toy engines or the many other masterpieces of mechanical simplification in the form of playthings. Why should not the story-tellers' league with its 5,000 members essay this task? Nearly a score of years ago the French, when their education began to be laicized, commenced to sift over all their own literature and history in quest of the tales, incidents and proverbs illustrating honor, glory, self-sacrifice, etc., for a moral inspiration to fill the ethical vacuum left by the elimination of religious training in the schools. The labor involved in our task is a yet higher and harder one, but is also more novel and that it will be achieved, I am convinced with no shadow of doubt, for youth must be served.

3. Another type of child book we need is an account of primitive and savage life. Frobenius, in his "Aus den Flegeljahren der Menschheit," has shown almost like a revelation what can be done and how the right article is welcomed. He was an anthropologist and has compiled with over 400 cuts a simple story of how the lower races live, hunt, play, weave, manufacture, cook, eat, sleep, fight, their myths, religious ceremonies, family and tribal organizations, etc., laying the vast resources of ethnology under tribute to show the young how the majority of men who have peopled this earth in the past and a good fourth now actually meet the problems of life, regard sun, moon, stars, sea, trees, animals, fields, fire, lightning, the clouds, and think of the origin and end of man and all things. All this is very near to the child. Infection betime with knowledge of these greatest forms of life and mind at the fit age when contagion is easiest is like vaccination which renders immune many forms of vice and hoodlumism later. The German language Közle tells, has 914 words in common use for children's faults and less than half that number for their virtues, for evil is far more varied, striking and, in a word, interesting than uniform moral correctness. Here, then, is another line of juvenile literature needed and, therefore, sure to come.

I have only touched a few points in this vast field, but I cannot close without an earnest plea for more oral story telling ways of introducing books to children. Mankind heard and spoke for untold ages before they wrote and read. The ear and mouth way

is shorter and vastly more effective than the long circuit tract of pen wagging and taking in meaning from the printed page by the eye. In the great literary eras in France conversation gave the style to books and in the dull periods conversely books gave the style to conversation and people talked bookishly. Thrice happy the child who makes its first acquaintance with the great monuments of literature which arose when the world was young not by reading, but under the spell of the story-teller's art. Thus, till lately in the world's history all knowledge was imparted from the grown-ups to the rising generation. Thus the great men and women and heroes of an elder day that letters depict lived on from age to age, and the tales of them slowly took shape edited by the folk's soul into the great mythopoeic masterpieces; for these are the quarries out of which the master workmen in literature obtain their material. In early plastic oral form these were meaty and condensed and grew to have a chiefly ethical content almost in proportion to their age. Next to telling is reading to children, but for one, I care not how much even this function encroaches upon school time or breaks up its routine. As to reading and especially at adolescence it is chiefly to satisfy the feelings which then and thereafter are three-fourths of the soul and represent the life of the race, while the intellect is chiefly an individual product and, therefore, more accidental. Four great definitions of education by four of its greatest prophets are that it consists of learning to fear aright, to be angry aright, to pity aright and to love aright and thus the affections are tuned to the world without. Girls must, of course, have love stories and, although they must be pure, there must be enough of evil to suggest adequately some of the degrees of vileness in the world, though always with the triumph of virtue sure in the end. Literature should preform moral choices which, having acted aright in ideal cases, will be more likely to do so in real and trying emergencies. Urgent as are practical needs in our age and land, librarians seem now likely to be held more and more responsible as guardians of all those educational agencies that take the individual out of his narrowness into the larger life of the race. Hence, I believe you are only just at the beginning of your task of ministering to the young.



## READING OF THE YOUNG PEOPLE\*

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TEN years ago in the Springfield, Mass., High School, a plan of pupil study was tried. The purpose of the plan was to obtain a better knowledge of the capacities and environment of the individual pupil with a view of adapting instruction to his individual needs. It represented an attempt to understand the individual schoolboy and to estimate the effect upon him of the various influences surrounding him. The grammar-school teachers supplied information touching upon character, scholarship, special interests, outside work, home conditions of the pupils previous to entrance to the high school. The parents answered questions in regard to health, eyesight, hearing, recreation, home-study, reading, tastes, temperament, character, etc. The data obtained from these two sources formed the basis of a study which the high school teachers carried on during the four years' high school course. They extended their observations to matters concerning the pupil's physical well-being, to the phenomena of his mental life, to his relations with his parents, teachers, and fellows; also to his outside interests and his home relations. In ascertaining the individual pupil's experiences, his natural inclinations and endowments, very little information was sought from the pupil himself. It was thought, however, that the pupil's outside reading, as an index to the outside activity should come under the direct study of the teacher, and that it would be legitimate to draw data from the pupil himself concerning books read, favorite characters and authors, favorite magazines and papers, use of library, etc. It is hardly necessary for me to say to this audience that it very important that a love for good miscellaneous reading be established while the young people are in school, for this habit they are likely to carry with them through life. I am almost ready to say that what our boys and girls read is more important than what they study. Howell says, with more or less truth: "The average boy does more for his education by obser-

vation and reading than the schoolmaster is able to do for him."

During the long summer vacation the young people are relieved from all school tasks; they may then devote themselves to entertainment and recreation. It is hardly to be expected that any reading done at that time by them will be for the sake of knowledge, of culture, or of growth. To find out the reading done at a time when the young people were without any direct school guidance, the following reading blank was used on the opening day of school:

Name.....Class.....Date.....

1. What books have you read during the summer?
2. Which of these books do you especially like?
3. What character in these books do you especially like?
4. Who is your favorite author?
5. Do you read a daily or weekly newspaper? If so, name it or them.
6. What magazines do you read, and which do you like the best?
7. Do you draw books from the City Library?

Before reporting upon the exceedingly suggestive data obtained from the pupils, let me state that among the questions asked of the parents was the following:

"Does your son (or daughter) take books from the library for himself? Roughly, how much time does he spend in reading books (not connected with the school work)? What is the character of this reading? Does he read magazines? Newspapers?"

The parent's report was supposed to cover particularly the school year, not the vacation. I have summarized very briefly the answers of several hundred Springfield parents, who, I may say, gave under this heading, as under the others, as full information as possible. Very few take books from the library, and there is a very small amount of reading done aside from study. A number answered "no books from the library now;" since school began "no time." It seems to be almost impossible for the average boy or girl to study and exercise sufficiently and have any time left for reading. The right

\*Read before a joint meeting of the Long Island Library Club and the New York Library Club, in December, 1907.

proportion is not often kept; the six or seven hours seem to be used in one of these ways usually; two or three hours for study and the rest for recreation; three or four hours for study and perhaps a little reading, leaving one or two hours for exercise; or all study and reading. But the majority have practically left reading out, except papers and magazines. The Sunday newspaper was reported to be the sole outside reading of a few. One parent writes, "Have discouraged her reading library books for the present in order to have her take more outdoor exercise" — "should wish to have teachers indicate what class of books to take." Another parent describes the reading as "Miscellaneous — not especially instructive." What reading is done is generally of a very good character.

From the pupils' own reports based on their summer reading it was found in the Springfield, Mass., High School, that the best reading was done by the freshmen and the poorest by the seniors. That this practical result was obtained was felt at the time to be an important fact — one that more than compensated for the time and effort expended in securing the reading data. The reading lists of the freshmen — boys and girls of about fifteen years of age — were very uniform and showed plainly the strong influence the grammar schools have in forming a good literary taste. I note in last Sunday's *New York Times* that Mr. Leland, librarian of the Board of Education, in his investigation of what children of the upper grammar grades are reading finds that the ten favorite authors in the order of their preferences were: L. M. Alcott, K. D. Wiggin, F. H. Burnett, Charles Dickens, G. A. Henty, John Long, H. B. Stowe, H. W. Longfellow, Sir Walter Scott, and A. E. Barr. The ten favorite books in the order of their preference were: "Little women" (Alcott); "Sarah Crewe" (Burnett); "Uncle Tom's cabin" (Stowe); "Black beauty" (Sewell); "Bird's Christmas carol" (Wiggin); "Robinson Crusoe" (Defoe); Rebecca of Sunnybrook Farm" (Wiggin); "Old fashioned girl" (Alcott); Grimm's "Fairy tales" and "Evangeline" (Longfellow). He makes this interesting comment: "Many supposedly popular children's writers of to-day are con-

spicuous by their absence, as well as many of the old favorites of the last generation. Authors may come and go, but the real child remains much the same. Some may write to please their teachers and affect a liking for books beyond their comprehension, but very few of the compositions received show any such tendencies. Taking them all in all, I believe the boys and girls are the sanest critics and the most reliable." Mr. Leland writes optimistically. I wish now that he would take up the question of what is being read by the boys and girls of the high schools of the city. I fear he would find, as I did, that the high literary taste formed by the grammar school teachers is not maintained by the teachers of the high schools.

The senior reading, which was such a disappointment, may be summarized as follows:

Out of the entire senior class made up of boys and girls of about 18 years of age, there are 16 only with strongly marked preferences in reading, except that all have interest in the portrayal of strong personality. The books most read by them the summer of 1897 were: "Soldiers of fortune," "Thelma," "The romance of two worlds," "The Honorable Peter Sterling," "Quo vadis," "Les Misérables," "The Knight errant," and "Prisoner of Zenda." Favorite authors are Scott, Dickens, Irving, Stevenson, Davis, E. P. Roe, E. Lyall; and in single cases, Byron, Hawthorne, H. B. Stowe, Carlyle, "Thackeray," "Lowel." Poor spelling is remarkably common.

Thirteen read nothing. Several read eight or more books and two read a dozen or more. The average number was two or three. Several give as reason for not using the public library "no time" during school days. One boy, G. H. Montague, gives a good list and shows an appreciation of essays and criticism. A girl likes Emerson's Essays because they "give us something to think about." Another girl likes Payne's "Age of reason." Another read "a little of Thoreau" and liked George Eliot and Hawthorne. One boy prefers the "Cavillers" because it is so bold and also so blood-thirsty.

The strongest impression from the lists as a whole is the slight development of individual taste. The majority read the books most talked about or those suggested at

school, and several used the expression books they "happened" to read. One boy had no "list of good books" to select from, so read nothing.

The junior reading lists were better than those of the seniors. As many as 23 have well-defined individual taste, and of these 15 give excellent lists of reading. There is little fault to be found with the reading of newspapers and magazines, and it is encouraging that many read and like the *Outlook*, the *Century*, *Scribner's* and even the *Forum*. The most general literary interest centers in historical novels, the favorite authors being Scott, Dickens, Holmes, and Irving. There is a lively appreciation of Dickens. Dumas is the favorite of three boys. George Eliot is the favorite of two. Henty is read by some boys and Clara Louise Burnham by some girls, who read little else. There is not as much love of adventure among the boys as might be expected; only a few read "Farthest North." Jules Verne is the favorite of one boy. Helen Hunt Jackson is the favorite of one girl. One boy's favorite is "either Shakespeare or Doyle." Another likes "Oakleigh" "because it is true to life and the author does not seem to prevaricate." A girl read the Bible only, "because it is the only book that has any interest to me." A girl, who gives one of the best lists, likes John Ridd in "Lorna Doone," because he "represents a man in every sense." One girl's list consists of eight books by Crawford and Marie Corelli. She likes Mr. Isaacs, "because he was converted to believe that women really have a soul." Crawford is her favorite. "Soldiers of fortune" was less read by this class than by seniors. There was some re-reading, and books re-read were "A singular life," "Scottish chiefs," "Ivanhoe." As a whole the class displays a good deal of honest individual taste in reading; there are few who read only what was talked about or suggested by school work. About half-a-dozen read nothing. There are many who do not use the public library. There was a very slight reading of poetry—Shakespeare, Pope, Milton, Lowell, Longfellow. One young lady read "Julius Caesar," "Cleopatra," "Merchant of Venice," "Pope's Essay on man" and "Lucille." There were slight portions of historical and biographical reading,

very few essays, and some foreign literature, usually short stories. The Springfield *Republican* is the paper most read, and *Munsey's* is most popular of the magazines. Two pupils are in the habit of looking over all the important periodicals and selecting what is of individual interest. One pupil prefers the *Outlook* to *Munsey's Magazine*.

The sophomore pupils can be divided into four distinct types of readers—those whose reading is very good, those who read nothing, some whose reading is a mixture of good, bad and useless, and a great many who read perhaps little but on certain useful subjects determined by individual interests. There are 18 exceptionally good readers. One young man has a strong liking for adventure and military prowess; another for adventure and science, invention and history and biography. One student liked Major Dobbin, "because he was generous, brave and honest, but he was modest." Another student gave a consistent list of 11 books and has strong appreciation of the best humor. His favorite is Thackeray, and his list includes also De Quincey, Hugo, Stevenson, Watson and Barrie. Several prefer historical novels and history. One boy prefers "electrical books" to novels. He reads the *Scientific American* and the *Electrical World*. The best readers among girls read Scott, Shakespeare, Wallace and Mrs. Stowe. One girl gives a good list and likes Hamlet, "because he is sarcastic," and prefers *McClure's Magazine*, "because Rudyard Kipling writes in it." Another read Dickens, Cooper, Kingsley, Longfellow, Tennyson, and S. O. Jewett. She appreciated "The country of the pointed firs." One of the mature young ladies gives a very interesting and excellent list—Dickens, Tennyson, Longfellow, Whittier. Her expression is forcible and odd. She liked the character of David Copperfield, and added, "I also revered the whole-heartedness of Mr. Peggoty." She writes, "History is my favorite, but all the others are very near relatives." Dickens is her favorite.

There are other very good readers, though not as remarkable as those given. A boy likes Irving for travel and Doyle for fiction, and expresses his preferences unusually well. There are many who read one or two books only, but those were good books. Twenty-six

pupils read nothing. A few gave good reasons for not reading during the summer. One boy could not read on account of poor eyesight; he reads the Sunday papers at times and prefers *The Strand* to other periodicals. It is an interesting fact that Irving is the favorite author of six who read nothing! The number of those who read a mixture of good, poor and useless books is small, and the useless books are usually preferred in these cases. There are some queer lists: A certain boy read the Bible, *Puck's Quarterly*, one novel, "Thelma," *Munsey*, and the *Ladies' Home Journal*. The number whose taste is fairly well formed, but who do not read much, is large and their lists are very interesting. One of these read Scott's life, and "a little English history." Scott is his favorite author. One boy admires "daring character"; he read "Oliver Twist," "Capturing a locomotive," and "The Life of P. T. Barnum." Another read three books on seamanship and prefers the *Outing* paper. One young lady likes stories of "brave deeds" and read "Soldiers of fortune" and the "Lives of famous kings lost at battles." Some of this number have a consistent taste that needs correction. A young man read "Camille," and Bertha Clay is his favorite author. Another read "Dungeons of old Paris" and "Chronicles of Newgate." The most general interest is shown in historical novels. The authors most read are: Scott (the favorite of 26), Dickens (the favorite of 14), Irving, Cooper, Dumas, Lew Wallace, Hugo ("Les Misérables"), Lord Lytton ("Last days of Pompeii"), Jane Porter ("Scottish chiefs"), Prescott, Kingsley, Crawford, Stevenson, Kipling, Doyle; and of the poets—Longfellow, Tennyson, Shakespeare. Shakespeare is the favorite of three and Crawford of the same number. Henty is read by some boys who read little else; also Capt. King, M. J. Holmes, and Clara Louise Burnham are favorites with some girls who read little else. Edna Lyall is liked by many who read other authors. Doyle is especially liked and is for the second time coupled with Shakespeare! There are single cases in which Amanda Douglass, Mary P. W. Smith, Kirk Munroe and Oliver Optic are favorites. As a whole the Sophomore class read more history, more adventure, more travel and much more po-

etry than either of the two higher classes. The proportion of good reading is large. There is a wider range of preference for magazines, *Munsey's*, *Harper's* and *McClure's* being the best liked. The *Scientific American* is much read.

In Springfield the books most read by the entering class during the summer of 1897 were: "Ivanhoe," "Lady of the lake," "Marmion," "A tale of two cities," "Old Curiosity Shop," "Oliver Twist," "David Copperfield," "Pickwick Papers," "Ben Hur," "Vicar of Wakefield," "Pilgrim's progress," "Uncle Tom's cabin," "Julius Cæsar," "Hamlet," "Merchant of Venice," "Westward ho!", "John Halifax," "Ramona," "Lorna Doone," "Treasure Land," "Near to Nature's heart," "Wide, wide world," "The peasant and the prince," and the poems of Longfellow and Whittier. Cooper's novels were also read by many. "Soldiers of fortune," the book of the hour, was less read than by any other class. A great deal of American history was read; also English, French, Greek, and Roman history. Sixty-nine out of a class of 180 give history the first preference; most like it in the form of "fiction with history mixed in," as one young lady expressed it; but in many cases the reading of Scott and Dickens has evidently led to thorough interest in English and French history, and to an extensive liking for biography. A surprisingly large number enjoy the poetry of Scott, Longfellow, Whittier and Shakespeare. Longfellow was the favorite author of 19 and was read by many more. Shakespeare was read by 15 and is the favorite of three. Whittier is the favorite of two. Scott and Dickens are most liked, Scott being the favorite of 49 and Dickens of 38. Other favorites ran as follows: Miss Alcott, 8; Henty, 7; M. J. Holmes, 5; C. King, 5; Cooper, 4; Trowbridge, 4; Dumas, 3; and J. Verne, Stockton, R. H. Davis, E. Lyall, Blackmore, Alger, Crawford, Lew Wallace, Kirk Munroe, M. T. Meade, "Pansy," Mrs. Phelps Ward, Augusta J. Evans, Gilbert Parker, Warner, Clemens and Adams are each favorites with one or two. There are but two divisions of readers in this class, those who read nothing last summer, who number 43, and those who read one or more good books. No bad books were read and few useless ones. There are 55 unusually good



lists. There is wide interest in travel and adventure, but the liking for biography is more remarkable. One boy read the lives of Garfield, Grant, Sherman and Blaine. Another read the lives of Charlemagne and Cromwell and the biographies of Buffalo Bill, Daniel Boone and David Crockett. There is in general a wider range of interest founded on a better and more uniform taste in the reading of this entering class than in the higher classes. There is also better spelling (though this could be greatly improved) and very much better expression. The reasons of preference are the most interesting portions of the lists and are honest, direct and forcible. They show appreciation of the noblest traits of character usually, rather than any effort at literary criticism. It is worth noticing that it is usually not the most striking personality or phase of character that is preferred, but the quiet and substantial virtues. One boy likes Gen. Grant, "because he is polite but stern in his business." Another admires "Sherlock Holmes," "because of his strength of mind." Another likes Little Nell and her grandfather "because they thought so much of each other." Don Orsino is admired because of his "perseverance and dislike of idleness." Uncle Tom and Eliza are liked for their "forbearance and trust, George for his brave, independent spirit, and Eva for her kindness to all." These are selected at random. An ideal or heroic character placed in an historic situation seems to appeal to the largest number. They like to learn something while they are being entertained. Some reasons of preference are unique; "Ten thousand leagues under the sea" was enjoyed "because everything in it seems almost impossible," "Sesame and lilies" was admired "because it has such good morals." The character of an old maid aunt was preferred "for the reason that it shows so plainly what kind of persons these old ladies are."

Taking the school as a whole it was found that the reading of about one-third was thoroughly commendable; of one-half a mixture of good, bad and useless books; the remaining one-sixth had read almost no books; less than one-half drew books from the library. Of those whose reading is a mixture and those whose reading is bad, the latest fiction,

especially the problem novel, seems to be very popular. The freshman class has the banner record—no books which are bad in themselves having been read; over one-half draw books from the library, and the selections are made up of boys' and girls' stories and standard classics. Both the freshman and sophomores seem to have a liking for Shakespeare that is truly astonishing, and is due undoubtedly to the influence of the grammar school teachers. The latest fiction begins to be read in the sophomore class and is increasingly popular from that time. Many of the pupils who read it do not draw books from the library so they must get it at home. A pretty good idea of the family library was photographed by the results of this inquiry, and the general inference was forced upon me that even in a well-to-do city of homes like Springfield the parents could not be relied upon to direct the boy's reading wisely.

A great majority of the pupils in the school were found to be fairly well up in the standard periodical library. Some few had access to the *N. Y. Sun*, the *Boston Globe*, the *N. Y. Journal*. The Junior class seems to have had an epidemic of the "Elsie" books, E. P. Roe, Edna Lyall and Marie Corelli. That the teachers found out this fact and were able to offset this influence was in itself an important result of the investigation. For myself, I cannot imagine any reading much worse than the kind of trash presented in the "Elsie" books, in Roe, and in much of Marie Corelli. The reading of children, so long as they are young enough to be guided by the teachers and librarians, seems to be most healthful in its influence, but as soon as they are of age to appreciate novels and Sunday sensational literature it takes a different tone, unless the boys and girls have some one to supervise their reading. It is right here that the opportunity of the school and the public library comes. Availing themselves of the opportunity herein offered, the high school teachers prepared a special catalog of the best books in the public library in various departments. This gave a wide scope for preferable reading, and every pupil was required in addition to his classroom work to read one book selected from this catalog every month. The young



people were free within these broad limits to choose their own reading, and this obviated the feeling of repulsion which many have when reading books which are set as a task. This reading became a private personal affair, with each pupil, the teachers lending their friendly advice when asked in the selection of books. Those who had not been drawing books from the library were taken to the library by the teachers, who saw that cards were given them and that they were instructed in the use of the catalog. John Cotton Dana, then librarian of the Springfield Public Library, placed many of the books in the special catalog upon the shelves accessible to the students. The proper shelf numbers were fixed to the titles of the 1000 books recommended. An attempt was made, more or less successfully, to keep track of the reading of the students by the use of a reading blank, and the teachers of English attempted to gain some knowledge of the outside reading done by having their pupils two or three times a year write a brief outline of a story or book which they had read.

For years much interest has been shown in the choice of books for children of the primary and grammar schools by our more progressive librarians and teachers. Numerous investigations similar to Mr. Leland's have been made with a view to a more complete understanding of the child mind as distinguished from the adult mind. As a result the children are now receiving in our better libraries and schools real guidance respecting the nature and quantity and the method of their reading. I have already reported that I found in Springfield that the teachers under the wise direction of Dr. Balliot, the Superintendent, were successfully supervising the reading of the children, and helping to develop in them the rudiments of a good literary taste, and that upon entrance to the high school this influence was shown to a marked degree, but that due to neglect in the high school the reading grew worse and worse. The reading of the adolescent period, which is conceded to be the most critical period of a man's life, has not received the attention that it should. The high school youth are allowed to read aimlessly and too often absolutely without guidance. The mental life of the adolescent is

distinct from the mental life of the child or adult and so is the problem of his reading. It is to this problem I have attempted to direct your attention to-night.

I believe there is a greater necessity for looking after the matter of reading during the adolescent period, when habits of a lifetime are formed, than for any other period. During the period of youth, when the interest is so easily aroused, when the sympathies are so keen, when the mind is so open to impressions, and the memory is tenacious in retaining them; when the tastes are yet unperturbed, and the capacity for forming ideals is so strong; when the natural appetite for reading is so marked, and when the conditions of life give so much leisure to indulge it—at this time, if ever, is there necessity for wise and skillful guidance in the use of books. Only attempt in childhood, and continue in youth, to arouse a love for the best in literature and little thought may then be given to what the men and the women of the future will read.

It is sometimes forgotten by the library authorities immersed in the details of classification and the various matters of administration that the privileges of the public library belong to all—both the young and the old people. Rules and regulations too often cause irritation and annoyance and prevent the freest use of the library. The older I grow the less I believe in real need of more than the simplest rules and regulations. The teachers in the performance of their regular duties in giving formal instruction often neglect that oversight of the reading of their students which provides means for their future enjoyment and self-education. We hear a great deal about co-operation between the library and the schools. Owing largely, I have found in practical experience, to the lack of vital interest in the subject on the part of the teachers, this co-operation is more theoretical than real. We are beginning, however, to see the educational value of the co-operation of the teachers of the lower grades and the librarians in fostering and satisfying a craving for good books. We have yet to see what can be accomplished in a large way during the adolescent period when the high school teachers, parent and librarian work together.

## THE GROWING TENDENCY TO OVER-EMPHASIZE THE CHILDREN'S SIDE\*

By CAROLINE MATTHEWS, *Boston, Mass.*

I HAVE been asked to speak on this subject, not because I have professional or technical knowledge of the subject to be discussed, but rather because I have not. This does not mean that I have no knowledge whatever of this or other phases of library work. It simply means that the little knowledge I do possess is non-professional, and that my impressions, points of view, conclusions, are wholly those of an outsider.

Up to three years ago I had had no connection with public libraries beyond being an occasional borrower of books. Then suddenly, through making a comparative study of the financing of public school systems here and in France, I found myself in touch with the public schools of an American city, and through them with the school deposits of the Public Library of the same city. Even so, I did not come in touch with the library side of the work. It was always the school or teachers' side, or the pupils' side, never any other.

The second year I became a member of the Examining Committee of the Public Library of the city of Boston. My position on this committee for my first year of service was a minor one. There was never anything very important to do, certainly not enough to key up one's interest to the point of being a live interest. Moreover, I spent the winter away from town. But I had the great good fortune to pass it in the mountains of North Carolina. There I lived for weeks at a time in the homes and cabins of the mountain whites. I knew the men, their wives, their children. I visited the logging camps, the mines, the missions, the mills, the schools. The life was rough, but it was worth while. It gave me an intimate knowledge of the social surroundings of the people, and I found the one vital problem, the problem touching the citizen the nearest, to be that of the rural school, and affiliated with the rural school, though affiliated in a crude way, was the library.

Thus, for the second time in my life, I

came into contact with the library by means of the school. This coincidence led me to think, and I reasoned out that library workers North and South must be working along similar lines toward unity in practice. Both were doing educative work. And both, apparently, had the same goal—the reaching of the parent or adult through the child or through child growth.

How far such work was legitimate work, how far such work had intellectual or educational value, how far such work lacked or had balance, I now wished to determine. To do this it was necessary to assume some line of active investigation; also to study results from the standpoint of the library, as well as from that of the school and the citizen.

There was no need to search for a subject. I had it at hand. Living as I did with the people I found myself in the very center of the rural library movement—a movement so splendid in conception; so successful in results, if statistics are credited; so direct as to method, the entire appropriation being expended on but two things, books and book-cases; so naively simple as to administration, there being neither librarians, libraries, or payrolls—that a study of it could not fail to prove helpful.

What were the actual conditions? First, the name "rural libraries" I found a misnomer. It in no sense represents facts. The words imply community interests, interests alike of adult and child, whilst the reality is that these libraries are simply school deposits, composed wholly of "juvenile books," graded up to but not beyond the seventh grade. When one realizes that these books reach a total of 200,000 volumes, that they are sent to people living in scattered communities strung shoe-string fashion high along mountain ridges—back and apart from civilization—to a people of rugged character, demanding strength in books as in life, capable of appreciating strength, one sees what a stupendous opportunity for community uplift has been wasted, and one stands aghast at the folly, economic and intellectual, of the limitations imposed. Why should children alone be considered? And if they alone are to be considered why should they be fed

\*Read before the Massachusetts Library Club, October, 1907.

nothing but "juvenile" literature? It is both over-emphasis and false emphasis of the most harmful kind.

Second, far and away the most interesting phase of this library work in North Carolina is that the whole movement lies outside of the hands of professionally trained librarians. To understand why this is so it is necessary to turn to the Department of Education. Education in North Carolina is a state affair and centralized, the state being for all practical purposes autocratic in every educational matter. Decentralization has set in to the extent of admitting local taxation; otherwise education in North Carolina to-day is as highly centralized as it is in France. There is no difference whatever between the power of the State Superintendent of Public Instruction at Raleigh, and that of the Minister of Public Instruction in France. Such being the case it is but natural that the rural library movement should be absorbed by the state, incorporated into the Department of Education, and administered by the State Superintendent of Public Instruction. Neither would it be wise to change this. It would be wise, however, to appoint as one of the county superintendents of public instruction a trained librarian, having as his charge the entire supervision and administration of library interests.

Third, all responsibility for the care of these libraries rests with teachers. The teachers should never have such responsibility. It is entirely beyond and outside of their proper work. I feel sure that this problem of how to care for school deposits of library books, a problem which is an issue North as it is South, is not so difficult of solution as library workers would have us believe. Disabuse yourselves of the notion that it is the teachers' work, and a way out of the difficulty will be found.

Fourth, not only is there a growing dissatisfaction with the library act as administered, but there is actually active opposition to it—on the part of some teachers, and on the part of certain public-spirited citizens. So much so is this a fact that a counter movement is already in progress. This consists in the establishment of rural libraries by private gift, by the citizens at large, and by certain societies. Tryon has such a library, a delightful building with two rooms and

an ample supply of standard books; Lenoir has one; Boone has one. Yet these are small towns, two of them not exceeding 300 inhabitants each. An interesting feature of one of these libraries is that it serves largely as a social center for community life. Afternoon tea is served in it; musicals held; club papers read; even the Woman's Exchange meets and exhibits once a week. I had no means of discovering how general this movement was, nor yet of determining the ratio of emphasis laid on the social side of the work. But I want you to note one point—the movement starts with the adult, and with standard works, and only by means of the adult, or through the parent, is the child reached. It is the exact antithesis of the state movement.

Fifth, the libraries are neglected. In no school did I find a well-appointed one, and where there were bookcases they were tucked aside in corner or entry, thick with dust, unused.

The state statistics as to the growth of this movement ignore absolutely the facts I have mentioned. Therefore, I claim that in no true sense are these statistics representative. The movement, however, has interest. It is alive. It is sweeping through the state. It spends thousands of dollars a year. It concerns itself wholly with children. These are its characteristics. There can be no two opinions as to its lack of balance, for the adult is not even considered. There can be no two opinions as to its intellectual and educational values. Buying only "juvenile literature" they are of the smallest. There can be no two opinions as to its morality: the people are taxed, yet only a fraction of the people, only those who have children below the seventh and above the first grades, receive a return.

How far North Carolina was seeking guidance of the North, how far the North was also over-emphasizing, if it was, the children's side in library work, I next wished to determine.

This brought me back to Boston, and to my second and final year of service on the Examining Committee. The chairmanship of the sub-committee on branches gave me opportunity for studying library work as it touched the child and the school in cities. This I supplemented by a less intensive study of library conditions in towns, in Massachu-

setts, Connecticut, New Hampshire, seeking to make my knowledge comprehensive.

The first impression I received was that of the many interpretations put upon library work. These were almost as numerous as were the librarians and custodians. Viewing the work as a whole such divergence in practice seemed an error. There is power in unity; results worth while follow. There is loss in the frittering away of time caused by casual experiment; moreover, it bears heavily on the child. To this you may be inclined to answer that social and moral conditions vary so in each city and town that the individual condition must be faced individually. Granted, but not to the extent you might wish. To illustrate: there is wisdom in allowing a certain station of the Boston system complete liberty of action. But the situation at this station is unique. It could not be duplicated even in Boston. The work is in the hands of a skilled leader, and it forms part of a large private work, financed by a philanthropist noted for leadership in wise experimentation. The library shows breadth in accepting the situation. But it is not wisdom to allow the introduction of the story hour, or, as is the case in a neighboring town, the throwing wide open of the children's room to tots so tiny that picture books have to be furnished them to play with—before the educational authorities have pronounced such work necessary and just.

I next noticed and with some alarm the feminization of the library corps. And I confess that I see no remedy. The schools are facing the same difficulty, but eventually it will be solved for them in the raising of certain salaries to a man's standard. This is not likely to happen in library work. Consequently we have this feminization to reckon with, and to me it is an active factor in the diversity of library practice to which I have referred, for women far more than men are prone to indulge individual fads.

A third impression was the lack of fitness of some library workers for their posts. This is particularly unfortunate when it occurs in a children's room. Unless the person in charge possess the requisite qualifications, better far close the room. The fault lies perhaps with the colleges offering library courses. It may well be that the training in these should be more specialized than it

is. Take the case of a student intending to pursue a given line of work—say children's departments. Something definite should be offered her, something corresponding in worth to the graduate courses in practice and observation offered students of education in departments of education at universities. This is a practical suggestion; it only requires on the part of colleges and libraries similar agreements to those already existing between universities and schools. A second phase of this question is that of libraries whose employees are not drawn from library schools or colleges, but who reach the several posts by a system of promotion based on efficiency and faithful service. Is there any reason why employees of such a system, specializing in children's work should not serve an apprenticeship in the children's department at central and be required to return to it again and again for further instruction? As far as I know the heads of these children's departments have no duties of this kind. But would not the value of a library corps be increased tenfold if they had? They seize eagerly the opportunity to go out and instruct the teacher, to go out and instruct the parent. They have classes for the schools in the use of the library. But they neglect utterly the training of the library employee who is to serve as assistant first, as chief later, in the children's room at branch or station. Yet the knowledge acquired by only one day of observation under skillful guidance in the children's department at central would prove invaluable to these women. *Broaden the training given employees, and centralize experimentation.*

I found no true affiliation with the schools. There was none in North Carolina; there is none here. In countless ways the library and the school are overlapping. Why there should not be a clearer vision as to what is library work and what is school work is incomprehensible to an outsider.

I grew to have a horror of children's rooms—as distinct from children's departments. Intellectually, physically, morally, I believe them harmful. Neither can I see their necessity.

As regards classification of books, I received the impression that the broad division into "adult" and "juvenile" is too dogmatic, too arbitrary. Whatever other forms or di-



visions are necessary, this particular one should be abolished. It lowers the intellectual standing of the library with the community.

The splendid character of library work in tenement districts stood out strongly. It is vigorous, alive, with an ever-broadening opportunity.

More vivid, however, than any other impression, stronger still, was that of the time and thought and care bestowed on the Child. Everywhere, in city, town and suburban library, the effort to reach the Child is apparent. Special attendants are in readiness to meet him the instant he comes into reading room and station after school hours. Thoughtful women are assigned to overlook and guide his reference work. Entertainment is offered him in the form of blocks to play with, scrap-books to look at, story hours to attend. Books specially selected with regard to his supposedly individual needs are placed on the shelves. Picture bulletins are made for his use in the schools. Where he is not segregated he is allowed to monopolize tables and chairs. I find no corresponding effort made to reach the adult, to reach the young mechanic, to draw to the library the parent. I at times wonder whether librarians and custodians are even aware that exaggerated leaning toward one phase of library work must throw out of the true the work as a whole.

Nothing has astonished me more than this new development in library practice—the placing of the child in importance before the adult. The old belief that the library is primarily for adults and only incidentally for children still holds good at the central buildings of large city public library systems. In these we find the children's department only one of many departments—the child always subordinate, the adult dominant—the result of a well balanced, admirable

whole, each unit in its proper place, all forces pulling together. I fail to see why the same relative balance should not be maintained throughout the entire system, from branch to station, not always in kind and measure, but approximately.

A second thought to which I cannot adjust myself—is that of the parent as a factor in school and library work. The parent believes in the public school, and he pays heavily in taxes for the education of his children by means of it. The parent believes in the establishment of public libraries and he pays heavily in taxes for their equipment. Both sums raised are sufficiently generous to enable school and library to furnish trained, capable, efficient teachers and librarians. Such being the case does not the parent show intelligence in turning over to the public care the direction of his children's education and reading? Is he not justified in so doing? Why then should he be held ignorant or selfish? Eliminate the parent as a factor in library practice. Give the children quality in books. Strike off 50 per cent., 90 per cent. if you only will, of the titles to be found on the shelves of children's rooms. Substitute "adult" books, and you will not need to appeal to the parent to guide the child's choice.

That there is similarity of practice in library work, in North Carolina and here, you can hardly deny. Point by point, in so far as the work relates to the child, the problems are mutual. Their solution lies in the getting together of school and library authorities, and the setting aside of the modern thought that library work is primarily educative and primarily for the child. Let the schools educate the children; and, if you can, let the adult once more dominate in library practice. You will then have a well-balanced whole, free from over-emphasis on the child's side.

### UNDISTINGUISHED AUTHORS; THEIR USE IN A CHILDREN'S ROOM

By HELEN PETERS DODD, *Newark (N. J.) Free Public Library.*

A CHILDREN's librarian is the last person to recommend poor books, but I am very glad for this once to consider the books which are very useful in work with children, but which cannot be recommended as classics. If one is buying books for a small children's room, she will probably limit her purchases to those

two or three hundred titles which we all agree are the best literature for children—and she will be right—but if some one else is buying books for the use of children in a large manufacturing city which has many foreigners in its population—Italians, Jews, Irish, French, German, Polish, and Norwe-



gians, our future taxpayers and voters, she will find that she must think of many practical things. Possibly the best advice to such a children's librarian would be this. Never deviate from your high standard of "the Best" when buying stories for children—here, there is no excuse for using mediocre books, for there are more good stories written for children than you can ever afford to buy—but when the problem of choosing your books on biography comes to you, choose those titles which contain the accounts you need, even if the books themselves might be more carefully written; when you need historical accounts of America's early struggles, you must sacrifice some style, to context and simple wording; you must be content to buy some rather sentimental books on natural (or unnatural) history, if you need to supply accounts of the habits of special animals; you must put up with a little over-accentuation of flowers—their lives and their habits—if you wish the children to know the common wild flowers as they see them in the fields and woods. So we could go on indefinitely, but it all narrows down to this—the fact that certain information which all children need to know, and which is suggested in all good courses of study, has not yet been put into the most acceptable form, or the very best of English, and that therefore we must do the best we can with what we have, always hoping that the books under consideration will soon be replaced with better.

Right here, I might speak of the children's librarian as a long suffering individual, upon whom the publishers have piled edition after edition of poor paper, easily soiled light covers, poor type and poor print and weak binding. Some day we shall learn that if any book needs a sensible, strong, plain binding, it is the very book which now is only thought worthy of the poorest of "make-ups," being only for children. I hope the day is not far off when no publisher will put on the market, any book for children, which boasts of a light cover, or glazed paper.

Now let us consider some of the children's books which, although in daily use in our large libraries, are not usually published in their recommended lists. These are probably not bought by the librarian of a small library. For the pupils of intermediate and grammar school age, who are studying civics

and the betterment of conditions in their own town I would suggest "Town and city," by Jewett, a very good book in the Gulick Hygiene Series, which treats of the different departments of a city's government, and does not even turn away from the discussion of the garbage question. It leads a child's thoughts to the care of his own street, his own backyard and to the realization that the welfare of a city, hygienically, geographically and morally, depends upon the interest shown in it, not only by its present taxpayers and voters but by children as young as themselves who some day will be the prominent men and women of the city. Buy this, and buy it freely until every child in your town or city has read it through.

Another good book, but not very well known, is Willard's "City government for young people." This is for older children than "Town and city" was intended for, and serves as a very good supplementary volume.

Civics is a legitimate study for children, but the welfare of a city may depend just as much on its women who cook, as on its men who make laws, and for this reason it is only right to put books on cooking and housekeeping into the hands of all growing girls. In this connection, I would recommend "A little cook book for a little girl," by Burrell, and "Saturday mornings," by the same author. The first, as its name implies, is a very good little cook book for the average little girl who wishes to experiment in simple cooking. The book is divided into three parts, "Margaret's breakfasts," "Margaret's luncheons" and "Margaret's dinners." Simple recipes are given which can easily be worked out. The second book, "Saturday mornings," describes in most delightful detail, the housework which might fall to any child, on her "Saturday morning" at home. This appeals to me very much, as never before have I come across a book on this topic written quite as sensibly as this. The child who reads this will learn easily how to keep a house in order, how to set tables daintily and properly, how to sweep and dust, make beds, clean brasses, and air her winter clothes, etc., etc. Seldom have we put a new book on our shelves which has delighted the girls more than this. In several instances, children have saved their money, and brought it in to us to buy the book.

For the boys who are gifted with what all

boys should possess, a desire to put their hands to some practical use, there are two very helpful books, "How to make common things," by Bower, and "Woodworking for beginners," by Wheeler. The latter is much more advanced in style, but either one is a very good book for any boy from 12 to 18.

The study of child life in other lands brings up at once, the question—"Can we do any better than buy the "Little cousin series"? These books are published by L. C. Page & Co. in Boston at 60 cents each. The child life of each nation of the world is taken up in separate volumes. For the present we must use these books, unless "Little people of Asia" and "Big people and little people of other lands" cover our needs. They are badly bound in light yellow cloth decorated with most inartistic designs, and make no pretense of being particularly well written, and yet we need them, as descriptions of every day child life in other lands. Until something better is given us, all we can do is to make the best of these, and respect their worth as far as it goes.

Books on physiology and hygiene form a very necessary part of a collection of books for children. The best new book which I have seen on the subject, is "Good health," by the same Miss Jewett who wrote "Town and city." This is simple and good, and treats of both physiology and hygiene in a style suitable for primary and intermediate grades. This, unfortunately, has the same practical drawback as "Town and city," being bound in a very light cloth which will soil easily.

Sarah K. Bolton's well known books of biography, including "Famous English authors," "Famous men of science," etc., come under the ban at once, as not being as well written as they should be. This is true, and yet they form, through their well arranged grouping, a very valuable description of the lives of most famous men and women. That on "Famous American authors" is possibly the most useful. They are interesting and accurate, if not always written with much literary vigor.

The biographical series, published by Werner and now supplied by the American Book Co., including "Four American poets," "Four American explorers," and "Four great Americans," gives most attractive and accurate chapters on these famous men, longer than

those found in an encyclopedia, and yet not too heavy for composition work. They are inexpensive and good as far as they go.

In this connection, we might regard with favor, Clarke's "Story of Troy," and the Lives of Aeneas, Caesar and Ulysses. I might say in passing that no one yet has written the story of Napoleon or Nelson either simply enough or readably enough for use with young children. Both of these are needed.

For the boys who are interested in the study of minerals, and who like to explore the fields for specimens to enrich their collections, I would suggest "The boy mineral collectors," by Kelly. This is in story form unfortunately, but it tells of a great many minerals, and their qualities, has a good index, and puts the collecting of specimens in a most attractive form. Crosby's "Common minerals and rocks" forms a very practical sequel to this, along with Fairbanks' "Stories of rocks and minerals." The boy who forms a taste for this sort of thing, has a steady companion for the rest of his life.

A little book by Nesbitt called, very happily, "Grammar-land," is a rather unknown quantity to most children. In its personification of the nine parts of speech (so commonly and properly hated by most normal healthy-minded children) it brings a great delight into the study of English grammar. It appeals to our bright American school children. I am quite sure that we should all have enjoyed grammar much more in our own youth if it had been taught us as it is taught in "Grammar-land," which, by the way, rejoices in the sub-title, "Grammar in fun for the children of School-room-shire."

As an author, Lorenzini, the Spanish writer, has never appeared in shape for the use of American children, until lately through Walter Cramps' translation, he has become well known. "Pinocchio" is a delightful combination of sense and nonsense, put into good English, and written with a style that has captivated our cosmopolitan crowd of Newark children almost as much as "Alice in Wonderland." This is a case of an "undistinguished author," but already "distinguished" in the hearts of the children.

Cleveland Moffat does not write as much as we wish he would, for his "Careers of danger and daring" is a most wholesome book for a boy, even if it does lead him to attempt

perilous deeds. Boys will always like to read of peril and danger and this book will give them the needed excitement in a safe form, not fiction but fact.

It is only a step from this to the desire to invent, or better yet, to know of other inventions that have been given to the world. To foster this interest, it is wisest to use "Boys' book of inventions," by Baker, and Mowry's "American inventions and inventors," as practical and at the same time interesting. Any book which gives a boy one more interest in his life than he already possesses, is worth his reading. Let him happen upon a book which opens upon an entirely new avenue of thought in his brain, and you have done him an everlasting favor. This thought gives a value to such books as St. John's "How two boys made their own electrical apparatus," and "Things a boy should know about electricity," which are well known only to people who are interested in mechanics and electrical improvements. The boys are keen in their enjoyment of these books.

For the child who is interested in flowers, but does not want a technical book nor yet a sentimental description of "dear little Mrs. Buttercup," of "Plucky little Miss Pansy," the book called "Mary's garden and how it grew" will appeal greatly. The old German gardener's remarks are full of quaint wisdom, and an imaginative child will enjoy the flower lore contained in the pages of this book.

In saying, a little earlier in this paper, that we should never let down the bars of our "higher criticism" before children's fiction, we must admit of one exception, that of fiction which has in it enough information to throw light on history, or travel, or folk lore. There are many stories of United States history, telling of colonial and revolutionary days. These are valuable on account of what we may call "local color." Therefore we welcome to our shelves many books which would scarcely be worth while, if they did not help our knowledge of the habits and customs of our ancestors, and make history much more interesting. Many children will become interested in the Civil War if they read a story like "Two little Confederates," and realize that it all really happened when other boys and girls were affected by its problems and carnage.

## MR. JOOLEY ON THE LIBRARY SCHOOL

By CHARLES F. PORTER AND CHARLES E. RUSH,  
*New York State Library School*

"TELL ye what, Dunnessy, wisht I'd been there," said Mr. Jooley.

"Where d'ye say?" asked Mr. Dunnessy.

"Ever heer tell of a thrainin' school fr libryians, Dunnessy?"

"Sure I know what ye mane, if it's annything like thrainin' fr the ring down at Mike's," said Mr. Dunnessy.

"Ye'er wrong again! Spose I'll have to tell ye. I tell ye iverything else, and I'll have to lay this out fr ye."

"In the first place, they's differunt kinds iv thrainin'. They's th' thrainin' that college boys takes in trottin' th' tin mile relay. (Hosses, Dunnessy, thrain fr th' same thing.) Then they's th' thrainin' that anny seventeen year old M.D.X.Y.Z. docturette takes in order t' cut ye up fr appindisoitis. An' they's th' thrainin' that Father Kelly, bless his sowl, gives ye'er childer, an' th' thrainin' Mrs. Dunnessy gives ye'ersilf whin ye don't do th' manners to soot 'er; they's various kinds, even to th' thrainin' me frind Jay Whitcom Riley spakes about whin he says:

Some kredulous kronicklers tell us  
Of a very tall youngster named Ellis,  
Whose Pa said, Marier,  
If Bubba grows much higher  
He'll have to be thrained up a trellis.

But forchunitly, Dunnessy, this thrainin' at Albany is differunt. Just how, I don't know, but it is. Lasteways that's what Hogan tells me. An' he says all of thim are univarsity graduates, an' are gradually workin' by degrees fr B.L.Ss. Hogan says that sthands fr Bacherlor Libryians. But Hogan's mistook about that, fr I seed one mesilf down to John Crerar's libry, Dunnessy, an' it wasnt a Bacherlor at all at all but as fine a young laady as ye iver laid eyes on, me boy. An' I've diskiver'd th' maning of the B.L.S. Sure an' it's Bloomin' Litherary Sikloopeedia. Niver will the impreshun which was produced on me understhandin' upon that occasion be oblitheratid from me mimory, Dunnessy. I felt so edified, instruchted an' edikated that I was compelled to give vent to me feelin's in this effoosion:

### *The Young Laady Librarian*

Heer's to th' chaarmin' young laady libryian  
With a mind elevatid from coortin' an' maaryin.  
She's acquainted with histry, art an' biogrophy,  
Philosophy, science an' bibliogrophy.  
Her larnin's piled up like the high Adirondacks,  
An' her insight's as piercin' as if she sat on tacks.  
She can look at th' back iv a book fr a minit  
An' tell ye innerrin'ly all there is in it.  
She is quick with her mind, an' excadin'ly ackerit,  
An' they's no sort iv larnin' but she'll take a crack at it.  
At paintin' an' sculpterin', sir, she's a dabbeler,  
An' extramely familiar with rare incunabular,  
But since at th' lothry I'm not very handy,  
In a word, an' concludin' I w'd say  
SHE'S A DANDY!

"Lithrachoor as a trade is a great occupa-

shion. It's a catchin' epidemick! Spreadin' everywhere! Me frind Andrew Carnaygie is adoin it. He's a shovin' books, cahrt loads iv books, under the specktales iv ivery man, woman an' child in th' country, an' unless ye have volumes of books on all sides of ye, volumes to right of ye, volumes to left of ye, volumes in front of ye, in all ye'er pockets, in ye'er hand-sachel, und'r ye'er pillow at night an' in ye'er coffee in the' mornin', ye'er too ignorant to sit down to a square meal o' vittles with Tiddy Rosenfelt. Lithrachoor is sthrenuous. Dunnessy, an' if Tiddy gits elected to a third term I'm thinkin' he'el be afther makin' a law that ivery prsident iv a railroad, inchoorance company, street car line, ivery thrust magnate an' publick official will have to make afydvait that he has read tin books a month, or else go to th' pinientiary, where he will have leisure to rade an' improve his mind. An' Carnaygie is buildin' white Indjanny Bedford limestone sepulchers all over the Sthates to hold the volumes; an' in ivery wan of these raycptacl'es there must be wan, two or twinty B.L.Ss. to guide th' thought, idales an' radin' timperamint of th' community. An' that's what these Albany people are a thrainin' fr.

An' now, Dunnessy, if ye w'd be afther knowin' what they teach thim at th' Libry Thrainin' School, I will rade ye an examination paper (Jooley reads):

Ques. What is a book?

Ans. A small body of lithrachoor surrounded by kitalog cards.

Q. What is a desk attendant?

A. Wan that can smile an' smile an' persuade ye that ye want to rade a book that ye don't want to rade.

Q. What is a call slip?

A. Almost always a forlorn hope.

Q. What is a sthack?

A. A set of book shelves entirely surrounded by pine boxes.

Q. What is a reference librarian?

A. An individool who can find ye something ye didn't niver expect to know in a place ye'd niver expect to find it.

Q. How would you kitalog a government document?

A. Put it under the bureau, invart the bureau an' make a cross reference to the fire department.

Q. What is the Decimal Classification?

A. A set of pigeonholes into which ye can drop all kinds of information an' niver see thim again.

Q. How may a consciencious libryian stem th' tide of fiction?

(Dunnessy promptly replies): "Sure an' he can just dam it!"

Jooley: Now, Dunnessy, w'd ye like to larn to make a kitalog caard? F'r instance, here's Pat Shaunnessey's old bettin' book, s'pose we was goin' to kitalog this here book, th'

first thing iver ye do ye write down the call number in th' corner in blue ink. (Looks in front of book.) Well, this book 'aint got no call number. Ye see, Dunnessy, nobody niver called fr this here book, or if they did Pat w'dn't let 'em have it on account iv th' bets bein' in it. Put down three little dots fr th' call number, in blue ink, mind ye.

Dunnessy: What's them dots mean?

Jooley: That's th' way they make these here caards. If they's swear words or annything like that so's thim young laady's don't like to write it, they just lave it off an' put down thim three dots. That indikates an exshpurgashun. Next ye lave th' width iv a junebug. Thim library laadys call it a centerpade but it manes th' same thing. Then ye write down th' rid headin', clare at th' tip-top. That's th' gernal contints iv th' thing. Make it "bad debts."

Dunnessy: What's it a rid headin' fr?

Jooley: Shure, now, an' tha's th' right way. I s'pose it's because Pat had a rid head 'imself. Then ye have the width iv a junebug. Then ye write down th' author's name.

Dunnessy: 'Taint on here.

Jooley: That's all right; just write down "Anon."

Dunnessy: What's that "anon" sthand fr, Martin?

Jooley: That manes that there didn't nobody write this here book; it was wrote by a non-intity. Sometimes ye write it down "psood." That's when a feller writes a book an' puts down another feller's name fr th' author. It means that he's wrote wan book an' been sood fr it, so's he dassn't put his name on another. D'ye follow me, Dunnessy? Then ye lave th' width iv a junebug. Next ye write down th' title. But if ye get tired ye can exshpurgate part iv it an' put in thim three little dots like three black crows fr t' show th' rest iv it's roostin' somewhere else. Then ye lave the width iv a junebug. Then ye write down th' notes.

Dunnessy: Notes? What's notes?

Jooley: Why, if they's annything annyways pukulier about a book, ye make a note about it. Thim notes is a important part iv a kitalog caard. Now in th' case iv this here volume, (holds it up by one cover,) note wan: somewhat dislokated as to th' spoinal collum. Ye write that down, then ye lave th' width iv a junebug. (Looks in book.) Ah! here's a inshripshun. Dont ye niver furgit t' make a note fr a inskripshun. "Pat Shaunnessey, his book, probably sthole." Put some little coal car cupplins around "probably sthole" indikatin' that it don't say that in th' book but it ought to 'av. Then ye lave th' width iv a junebug. (Jooley opens to title-page.) Note three, pekulier appearance on title-page; (smells of it,) strongly resemblin' tobacco juice. Next ye lave th' width iv a junebug. (Turns pages.) Ah! Note four;



wan fly squashed on page twinty-siven. D'ye follow me, Dunnessy? Then ye lave th' width iv a junebug.

*Dunnessy:* Yes; but what's all thim junebugs fr, Martin? They's more iv thim on th' caard than ye wud see in th' church iv a warm summer avenin'.

*Jooley:* Well, now, I s'pose them's fr th' tribulashun iv y'r sowl, same's ordinary junebugs is. Lasteways, that's what a kitalog caard's fr.

Now, I'm not sayin' that this is mere theory, an' nothin' but talk, fr ye can see fr ye'r silt that it strikes into th' hart iv lithrachoor. It's becomin' a science an' will soon be classed wid th' other ologies an' to know somethin' about this ology wan must be convarsint with all th' others. These B.L.S.s mane business. They's goin' to convart us to th' radin' habit if it takes their last bit iv thrainin'. Wouldn't wonder if frind Carnaygie will soon be buildin' tinimint houses all up an' down Archie Row wid a libry in ivery other room patrolled by a determined, unrelintin' B.L.S. wid a bottle iv rid ink in wan hand an' a caard kitalog in th' other. Soon ye'll not have to bother about thinkin', or if ye do, the book will be of great harm to ye. It'll be like thim little boxes of cooked an' predigestid stuff down in the winder to mister Drislane's grocery shore. There'll be Mr. Carnaygie's libry, an' there'll be a B.L.S. ready to diagnose ye an' prescribe fr ye, an' there'll be the books done up in purple an' green cowhide; ye step up t' th' loan desk an' press th' button an'—let 'er go Gallagher! Down goes th' larnin' like a boy with a dose iv caster ile.

Ah! Dunnessy, but it's an easy time ye'er grand-childer will be havin'! Carnaygie an' th' B.L.S.s. have saved future generations millions iv years iv exscrewsheatin' study an' thought.

"Well," said Mr. Dunnessy, "divvle th' bit do I care! They 'aint infloenced me yet—but I s'pose they will!"

"Oh! blow ye'er eyes!" responded Mr. Jooley, "Suppose agin they shouldn't! But, as I said wance before, it takes a thief to catch a thief, which explains the polisman, an' just so, it takes a libryian to understand a libryian, an' amongst themselves they may know what they are a thrainin' fr."

#### SCHOOL WORK OF NEW YORK PUBLIC LIBRARY\*

THE work with schools has been extended to 393 educational institutions, which are now visited once or twice a month, by library assistants. In 222 of these the library

maintains its own bulletin boards for notices touching general educational affairs in connection with the library, or of particular interest to teachers and students of the school. Besides those mentioned in the last report, bulletin boards have been placed in universities, parochial schools, and public elementary schools. Arrangements have been made for the inclusion of all the industrial schools of the Children's Aid Society, additional parochial schools, and others controlled by different corporations.

One copy of every issue of the "Monthly List of Additions" has been sent to each teacher in the public elementary and high schools, and one copy to each principal in other schools. The library has thus distributed 108,702 copies to schools visited by library assistants and has sent 410 copies by mail to Staten Island and the Bronx.

Library assistants have visited schools 6,013 times and in addition a series of addresses in schools have been made, generally by members of the staff, to teachers at teachers' and principals' conferences; to assembled classes and schools; to mothers' or parents' meetings held in schools; and, upon occasion, at dinners of school-men. In addition to these more or less formal addresses, about thirty speakers at graduation exercises in elementary schools have included references to the library and to books and reading as means for the continuation of education, in their talks to boys and girls about to leave school.

In the public elementary and high schools of Manhattan, Richmond, and the Bronx, are about 7784 teachers, according to the latest published report of the Board of Education. The branch libraries have issued to teachers, in the period covered by this report, 4343 special study cards; or, in other words, a body of teachers more than half as large as that employed in the public schools of the three boroughs have received cards entitling them to books and special study. Teachers have in 33,163 instances endorsed applications for library use made by their pupils. In the public elementary and high schools, there are about 162,220 pupils, old enough and far enough advanced to use reference books. The branches report a total reference use by school-children of 140,795.

The library has not insisted that teachers be held personally responsible for books lost by pupils for whom they have signed application blanks, and teachers themselves have not been required to name guarantors.

Seven volumes have been lost by teachers and 348 by pupils as a result of these exemptions—a loss small in proportion to the number of cards issued, and negligible in proportion to the probable resulting circulation or use of books.

Substantially all magazines for teachers may be found in both the Bloomingdale and

\*From Report of the Director of the New York Public Library, 1907.

Chatham Square branches, while all other branches have smaller but representative collections of such magazines. The collection comprises 51 titles and includes magazines in English, French, German, Italian, Spanish, Polish, Danish, Swedish, Bohemian and Russian. In addition to the usual general pedagogical magazines there are included periodicals devoted to such special interests as the kindergarten, elementary and high schools, school method, manual training, physical training, language teaching, psychology, geography, nature study, and the study of deficient children. In all, 314 subscriptions for magazines for teachers' especial uses have been entered for the branch libraries, in addition to our regular subscriptions.

For the development of the work with pupils in elementary and high schools a list of reference books, including 734 titles, or 879 volumes, to be added to branches for consultation by pupils has been prepared in conjunction with high school librarians and, in certain cases, with teachers of special subjects. It is hoped that the whole collection may be installed in at least two branches, and in part in a considerable number of others, during the coming year.

#### BOOKS FOR CHILDREN \*

THERE are many good short lists of children's books, but no entirely satisfactory catalog exists of the great body of books which even scrupulous librarians agree to be eligible for the reading of young people. Miss Hunt's recent short list is confessedly the "cream," Miss Hewins' list is not much longer, while Miss Sargent's larger lists are now 12 and 18 years old. The comprehensive catalog we have in mind probably would contain several thousand titles, for the school collection at the Carnegie Library of Pittsburgh now embraces 2400 titles, while the Detroit list here under review appears to contain nearly or quite twice as many, and it shows sufficient care in choosing, to have omitted the "Pansy" and "Elsie" books, Optic, Castlemon, Alger and others of that ilk, though it does not, we are glad to note, bar out "Tom Sawyer" and "Huckleberry Finn." It catalogs by subjects, authors and

titles, omits annotations, shows careful technical workmanship and should be a useful book for all teachers and librarians.

The Pittsburgh volume is an enlargement and thorough review of that part of the "Graded and annotated catalog of books in the Carnegie Library of Pittsburgh for the use of the city schools," which covered the first eight grades. That catalog issued in 1900 has been out of print since 1902 and this revision is very welcome. The lists for the upper grades will appear later in a separate volume.

The number of titles has been limited to a few hundred chosen with special care both as to textual fitness and the most pleasing editions. Titles having a generally recognized literary value are indicated by asterisk. The size of the book results from the extensive and excellent descriptive annotations and particularly because the same title is repeated in full under as many grades (in some cases five and six) as seems appropriate.

It is gratifying to note the hearty testimony from the school authorities to the usefulness of the earlier edition and the present edition is prefaced by formal notes of approval and appreciation from the City Superintendent of Schools and the Pittsburgh Principals' Association.

The ideal list would be one including at least as many good titles as the Detroit catalog, but following the Pittsburgh catalog in typography, annotation and arrangement.

There seems to be little reason for the printing of Professor Baker's "Bibliography" and had he taken pains to inform himself of similar library enterprises he probably would have reached the same conclusion. He includes about 850 titles classified under 13 appropriate captions, but without author or title index. The books named are well enough, though a good many English titles are given which have found little favor in America and there is a noticeable leaning toward all the books of one or two publishers, but the *real* trouble is with those that are *not* named. There is no section for Poetry (perhaps quite the most important class of children's reading) and almost no books listed in which poetry appears even incidentally. Science and nature study are also totally ignored. More than a third is devoted to fairy tales and myths and the balance is chiefly stories of travel, adventure, history and of different parts of our country.

It is strange indeed to find what purports to be "a list of what is best" for children from four to fifteen, which includes neither "Pilgrim's progress," "Stories from the Bible," "Tom Sawyer," "Huckleberry Finn," "Child's garden of verses," "Mother Goose," Lear's "Nonsense book," Kate Greenaway, "The jungle book," "Hoosier schoolmaster" nor Eugene Field.

The technical and typographic work in

\* CARNEGIE LIBRARY OF PITTSBURGH. Catalogue of books: annotated, arranged and provided by the library for the use of the first eight grades in the Pittsburgh schools. Pittsburgh, Carnegie Library, 1907. 331 p. O. 50 c.

DETROIT PUBLIC LIBRARY. Children's catalog; books in the library suitable for young people. Compiled by Mary Conover, superintendent of the Children's department. Detroit Public Library, 1908. 215 p. O. 25 c.

BAKER, FRANKLIN T., compiler and editor. A bibliography of children's reading. Columbia Univ. Press, N. Y., 1908. 65 p. O. 30 c. (Teachers College Record, vol. 9, no. 1, Jan., 1908.)

shocking. Misprints abound (Chrisholm for Chisholm p. 10; Hauf for Hauff, p. 12, and Sophia for Sophie, p. 33, are examples); titles are loosely quoted (Giant scissors for Gate of the giant scissors, p. 19); pen names are used for author entries with no indication that they are pseudonyms nor references from real name; such cataloging curiosities for author entries as Daskam, Josephine Dodge (Bacon) (p. 30), *St. Nicholas*, editor of, *Baby Days*, edited by (p. 35) are typical of many such and at the end of many sections appears a strange limbo called "author anon." (we have always supposed books not authors to be anonymous) to which are consigned "Arabian nights" (when not entered under editor), "Golden fairy book," "The wide world," and other like books with no entry anywhere under title. The brief notes are usually colorless or commonplace and the price—always so important a factor in influencing selection for schools or libraries, should be given as in the Pittsburgh list.

J. I. W.

#### BI-STATE LIBRARY MEETING AT ATLANTIC CITY, MARCH 13-14.

The 12th annual meeting of the New Jersey Library Association and the Pennsylvania Library Club was held at the Hotel Chelsea, Atlantic City, New Jersey, on Friday and Saturday, March 13 and 14. The attendance this year was even larger than usual, and the meeting bore somewhat the character of the national conferences, due partly to the fact that the American Library Institute held its first meeting, which called together many important librarians and leaders in the profession, and partly to the wide representation of libraries in other states besides the two under the auspices of the Pennsylvania and New Jersey associations.—New York, District of Columbia, Delaware, Michigan, Massachusetts and Canada being represented. One of the pleasant features of the conference was the reception and tea given by the Atlantic City Free Public Library on Saturday afternoon. The first session was held on Friday evening, under the auspices of the Pennsylvania Library Club, whose president, Mr. John Thomson, presided. After an address of welcome by the mayor of Atlantic City, the Hon. Frank P. Stoy, and a brief address by Hon. David A. Boody, ex-mayor of Brooklyn, Miss Mary L. Jones, acting librarian of the Bryn Mawr College Library, read an interesting paper on the "Organization of Labor," with particular reference to library work. (This paper will be published in the LIBRARY JOURNAL.) Miss Mary A. True, librarian of the Free Library Association at Foxburg, Pennsylvania, told the audience of "What the library means to one small town." Miss True spoke of the work done by the Free

Library Association at Foxburg, which is a town of 600 inhabitants, situated in the oil region of northwestern Pennsylvania. The library owns 1300 volumes, of which about one thousand are works of fiction, the remaining three hundred consisting of reference books, histories, books of travel, etc. A travelling library furnished by the Pennsylvania Free Library Commission augments the collection of the library, which is open every day in the year.

Much attention is given to interesting children in the library by means of story-hours, childrens' evenings, and also by travel-talks given by residents of the town, descriptive of interesting trips which they have taken. The children are encouraged to co-operate in the work of the library, thus creating and sustaining their interest in its activities.

For the adults there are Old Soldiers' Nights, when war stories are told by the veterans and war songs are sung; Mothers' Nights, at which the training of children and other kindred topics are discussed, and at which tea is served; Old Timers' Nights, a very popular feature, when reminiscences of the pioneer days of the town are told by old residents, and Authors' Nights. The best feature of interest to adults is the Housekeepers' Meeting, held in the library once a week, to which the housekeepers bring their knitting, discuss problems of their work, and at which tea is served. Gymnasium work for men, boys and girls is arranged by the library as well.

One feature of library activity is "civic work," by which the children are taught how to plant and to care for flowers, and an annual flower-show is held to display the results of their work. One result of this civic work has been the converting of a public dump-hole into a park and playground. It has also developed a band of "weed-pullers," children whose services are entirely voluntary, and whose reward consists in being thanked publicly at the annual flower-show.

As Foxburg has no newspaper of its own, the work of the library is reported weekly in the newspapers of nearby towns. An annual library meeting is held, to which the public is invited to hear reports of the work of the library, and to elect officers for the coming year. The library is maintained entirely by the citizens, to whom an annual appeal for support is made. The principal source of income is entertainments by home talent. Miss True's talk was illuminating in showing the vital part a library can play in town life and the broader interests of a small community.

The president then introduced the last speaker on the program, Mr. Frank B. Heckmann, of the Free Library of Philadelphia, who, under the title, "The reality of fiction," read a summary of, and reminiscent commentary on, many standard works of fic-

tion of permanent value, which are apt to be forgotten in the present-day flood of newer novels.

The second session was held on Saturday morning under the auspices of the New Jersey Library Association, whose president, Miss Beatrice Winsor, invited the vice-president, Mr. William C. Kimball, to preside.

Mr. Everett T. Tomlinson read an interesting paper on "What the boy finds interesting in a book." Mr. Tomlinson contends that the American boy is in a class all his own, and prefers to read realistic stories of action, and historical stories that appeal to the imagination and love of country; that the young mind is receptive, and that the imagination plays a great part in the mental development of the child. The speaker believes in fairy tales for children, as they cultivate sentiment, sympathy and love of justice.

Mr. Frederic C. Brown, of the *Nation*, delivered a delightful address "Literary journalism in theory and practice," emphasizing the importance of high ideals for the literary journal. His paper displayed the keenest appreciation and insight with regard to the canons of criticism and he cited with a spirit of humor instances of the manifold sins of commission by inferior journals against these canons. No brief synopsis can do justice to this thoughtful and critical paper, and it is to be regretted that the limited space of the *LIBRARY JOURNAL*, making restrictions to articles of a more technical nature compulsory, prevents its publication in full.

The following note from a report of the Atlantic City meeting in the *Newark Evening News*, March 21, written by one who attended the meeting, brings out the following points in Mr. Brown's paper: "The truly critical journal must demand mental freedom and patience and be quite apart from any sympathy with orthodox and heterodox affiliations. But the journal of literary criticism has a limited following. It appeals only to the critical temperament and the critical literary interest is yet rare in this country. The circulation of a literary journal is affected by the fact that Americans do not want criticisms, for naturally we are optimistic and thus satisfied with our progress. The literary journal hopes to rebuke the smug complacent American literature, to indicate the weakness and to applaud the scholarly, the good and the sincere. All of this operates against its commercial success. However, the literary journal is in a quiet way influencing the people who think, and is striving to revise, to shape and to help the scholastic life of America."

Mrs. Henry L. Elmendorf, assistant librarian of the Buffalo Public Library, read a paper on "The measure of a librarian by an old Greek rule." This paper, the fruit of Mrs. Elmendorf's wide experience, knowledge and keen insight, is a distinct contribu-

tion to the literature of librarianship. It goes back beyond the mere "routine efficiency" that threatens to usurp the place in library administration of the finer and more basic qualifications that make for the best in library work. Mrs. Elmendorf dealt with the problem broadly, emphasizing the importance of getting the best work from the individual member of the staff as an individual to insure the best service from the library staff as a whole. This again is a paper to which justice cannot be done in a brief synopsis.

At the close of the session Mr. Kimball made a few remarks with regard to legislation in New Jersey in its effect upon library appropriations.

The third session was held on Saturday evening, March 14, with Mr. Bostwick, president of the American Library Association, in the chair. Mr. Bostwick introduced the first speaker on the program, Dr. Morris Jastrow, Jr., librarian and professor of Semitic languages at the University of Pennsylvania, who read a paper on "Library economy and economy in libraries." The cost of books and expense of maintenance in large representative European and American libraries were compared, disproving the statement, often made, that American libraries attained their greater efficiency and convenience of use at a higher rate of expense for administration than that of European libraries, where access to collections was much more difficult, thus lessening their usefulness to students. (This paper, it is hoped, will be published in the *LIBRARY JOURNAL*.)

Mr. Thomas L. Masson, editor of *Life*, in his address, "Some essentials of library administration," gave an entertaining and humorous talk, in the course of which he stated the advantages to a library in having borrowers who did not return books promptly, since the collecting of fines might be made a profitable source of revenue. In conclusion, arguing that the audience was cut off from escape by the fact that the last train had left the city that night, Mr. Masson read some charming verses on the booklovers' heaven, which are to be printed in a later number of the *L. J.*

Dr. James H. Canfield, librarian of the library of Columbia University, was the final speaker of the evening and delivered an excellent address on "What constitutes a civilized man."

Dr. Canfield defined civilization as a state of living together in mutual helpfulness and dealt broadly with the subject, developing his premises to the conclusion that a spirit of co-operation is, after all, the cardinal factor in the progress of humanity.

Mr. H. W. Wilson then announced the plans of the Travel Committee for the post-conference trips of the A. L. A. at the Minnetonka meeting. These plans were published in the March *LIBRARY JOURNAL*.



## ONTARIO LIBRARY ASSOCIATION

The Ontario Library Association will hold its eighth annual meeting at Toronto, Can., April 20 and 21. The addresses as planned for the meeting will cover the following subjects: Work with children, The mission of the public library, and The public library and local clubs and associations. Inspector T. W. H. Leavitt will speak on Some library problems. He will also exhibit a travelling picture library which will be used during the summer in connection with organizing children's rooms. A question box is also planned for, and special reports will be made on several subjects. It is the purpose of the meeting to give special attention to the problems of the small library.

## AMERICAN ASSOCIATION OF LAW LIBRARIES

As planned at Asheville, the Executive Committee, and the committees on the *Quarterly* and the indexing of legal periodicals met in Chicago, December 28 and 30, 1907, and discussed arrangements for the annual meeting at Lake Minnetonka, Minn., and the publication of the *Quarterly*.

A balance in the treasury of \$110.44 was reported and membership of 84, a net increase of seven since the Asheville meeting. Since Jan. 1, 1908, two more have been elected.

Mr. John E. King, the state librarian of Minnesota, who was present, reported on local arrangements for the Minnetonka meeting. An attractive program is to be provided and it is hoped a large number of members will be able to attend. Early announcement will be made regarding details of the convention.

The most important matter considered was the progress report of the Committee on Indexing Legal Periodicals, hereafter to be known as the Board of Editors.

As a result of the labors of the editor-in-chief, Mr. Frederick W. Schenk, assisted by the co-editors, Messrs. Belden, Gilbert, Butler and Feazel, the first number of the periodical, the "Index to legal periodicals and law library journal," has appeared. A copy of the first number and full details as to the plans can be secured free, on application to the business manager, Mr. Karl Ed. Steinmetz, 5613 Drexel avenue, Chicago, Ill. The annual subscription is five dollars and orders should be sent him at once in order to assure receipt of the second and succeeding numbers. Checks or money orders in payment of subscriptions should be made payable to Franklin O. Poole, secretary-treasurer.

The *Quarterly* is made up of two parts with separate paginations. The title shows the character of the two sections. The index portion will cumulate in the final issue of the year. The list of periodicals indexed in the first number is not as complete as will be

the case in the second and succeeding issues. The work will shortly be exhaustive.

The indexing is being done by the co-operative method well known to many members of the A. L. A. The editors will be glad to receive word from anyone who may be willing to assist. The address of the editor-in-chief is Law Library, University of Chicago.

FRANKLIN O. POOLE, *Secretary-Treasurer*.

## AMERICAN LIBRARY INSTITUTE.

THE American Library Institute was formally adopted by the American Library Association at Portland, in 1905. Fifteen ex-presidents set the organization on foot. The constitution and by-laws were adopted, and 44 fellows were elected. To these seven were added in 1906. For nearly two years the organization remained inactive. In 1907 a letter of inquiry sent out by Mr. Dewey showed that a majority of the members preferred that the Institute should not be given up. The Institute Board, basing its action on replies to Mr. Dewey's circular, decided to attempt a meeting at Atlantic City. In response to the secretary's notice that an informal meeting for library discussion would be held at the Chelsea, March 12, the day before the bi-state meeting, at 8 p.m., and a formal business meeting, March 13, 10 a.m., 17 of the members came together.

The evening meeting was a very pleasant one, bringing out comments from nearly every one present. At the morning meeting it was voted, with no dissenting voice, that the institute be indefinitely continued. The discussion as to its proper field of work and its relations to the A. L. A. was largely with reference to possible changes in the constitution of the A. L. A. Dr. Putnam, chairman of the A. L. A. revision committee, though of course unable to say what conclusions his committee may reach, said that they find a strong sentiment in favor of making the council a purely deliberative body, relieved of the association's business affairs and devoting its sessions to the discussion of broad library questions. The opinion seemed to be held by many of those present that such a body, a definite part of the A. L. A., would be preferable to the institute as it is now organized. Yet, all were agreed that in view of the uncertainty of the council's future the institute should be continued. To this conclusion the success of the previous evening's session, with two brief papers and free discussion seemed largely to contribute.

The Institute Board was directed to proceed with the organization, send out the names of 16 more persons to be balloted on for membership, propose a program for a meeting to be held just before the next

A. L. A. conference; divide all members into ten classes, each to continue in membership for a different number of years from one to ten, and to send bills for dues of \$1 per year for membership. Each present paid \$2 in advance to clear up bills already incurred. The board issued, under date of March 25, a circular letter, nominating 16 persons for membership, and giving the terms of the present members, ranging from one year to ten years each, as decided by lot.

At the meeting of the institute for general discussion, 8 p.m., the following question was first considered.

"EXCEPT IN THE ADMINISTRATION OF THE FEW GREAT RESEARCH OR STORE-HOUSE LIBRARIES HAVE WE REACHED A TIME WHEN TWO OF THE MOST PRESSING DUTIES AND RESPONSIBILITIES OF THE LIBRARIAN ARE THE SELECTION AND REJECTION OF BOOKS. IF YES, WHAT GENERAL PRINCIPLES UNDERLIE THIS WORK?"

J. C. Dana read a paper, presenting the following points:

"A proper function of great research libraries is to preserve and hold ready for use either all the printed things they can gather and make available, or all they can gather within the fields they mark out for themselves. With these libraries our question does not, as yet, concern itself; though at the present rate of increase in printing the time will soon come when no library can persist in the attempt to be the omnium-gatherum, and store-house libraries must become store-houses only within chosen fields.

"All libraries that are not store-houses find that one of their pressing duties is that of selection; and to select is to reject also. The limits set by income, by the demands of those entitled to use its books, by the scope of the library compel the librarian of every library, whether large or small, to select from all books new and old a mere handful for purchase.

"In selecting A in preference to a possible B, the librarian deprives his constituency of that use of B which they might have enjoyed had he not selected A. For A he gives the money it costs, also the money required to catalog it, place it on the shelves, handle it, dust it, rebind it, shift it from shelf to shelf as the library grows and move it, perhaps a score of times daily, as the use of books which stand near it may demand. He chose to put money and thought upon A and not upon B, because he believed A would earn its cost and keep for the library's readers, while B would not. The choice may not have been a wise one; but it was one that had to be made.

"The same question that confronts the librarian in selecting for purchase, confronts him also in selection for retention. He keeps C on the shelves, he disposes forever of D, because he finds that the room D occupies,

the money it takes to keep it clean, well bound and in proper place on the shelf, is more than the value of D to the persons who use the library. This is as plainly a question of library administration as is the question of selection for purchase.

"What, if any, rules can be laid down for rejection? I believe, none. Each case in each library must be separately considered.

"Always it must be kept in mind that use alone does not justify the expense of retaining a book. The use must be sufficient to warrant the expense. Most librarians are a trifle overawed by a book, and still more overawed by a book which is in the library, and still more by a book in the library which a man once wished to see. In every case the question is: 'As to this book, will the efficiency of this library be augmented by its expensive presence or its labor-saving absence?'

"The increase in the use made of books in libraries, with greater increase of cost, compels careful consideration of all possible methods, of saving labor. The wise selection of books is certainly one of the most effective of labor-saving methods. Buying ten copies of the best book on a subject for a given library's constituency, saves money over buying ten different books on the same subject; it saves in selecting, ordering, cataloging, classifying, replacing, finding on the shelf because always in, and in satisfying inquirers because the staff knows the one book, its scope, contents values and what it can do for a given enquirer.

"This is the secret of the art of selecting: few titles, carefully chosen for the community's needs, and freely duplicated. The success the Newark library has had with its list of novels restricted to a thousand titles is an illustration I may venture to allude to. It seems to have added to the library's efficiency and to have saved labor at the same time.

"A book that for any reason is no longer a good working tool in the library in which it finds itself, surely adds to the cost of that library's maintenance. One such book in a large library is of small importance, a few thousand to a large degree bind the hands, so to speak, of the really efficient books with which they stand, and make many of the hours of work of the assistants simply hours of wasted labor.

"Libraries must save time at every point to justify their growing pay-rolls. Well-selected books save time by their presence; inefficient books save time by their absence."

Discussion of this subject was, in part, as follows:

BOSTWICK: In New York the branches accumulate more books than their shelves can comfortably hold. In time we hope to have a store-house for these accumulations. In a general way we then plan to place in the

store-house books that have not been used for a year in the branches, though no absolute rule will be made in the matter, of course.

MRS. FAIRCHILD: How shall books be selected for rejection? It is a question which perhaps should not be permitted to arise. Let selection be more careful and it may be found that books thus selected will always remain useful and will always have to be retained.

GOULD: The really best books do not lose their usefulness as soon as we are apt to think. If selections are wisely made it would seem that not many would ever need to be discarded.

CANFIELD: On the other hand, in a college library, books "get upon the shelves" and are in the way, making distances that one must travel through the stacks greater, making a larger number of titles to be read over, and adding needless labor in many ways.

FLETCHER: I am not so much in favor of dividing the sheep from the goats, the used from the unused, as I formerly was. We have tried it to some extent, having moved our less-used books to the upper floors of the stack. The result is not altogether happy. If we had more room we would probably bring back these books and put all together again. As to absolute rejection, libraries are not so near the limits of accommodation as one might suppose. Improved shelving and more stack room with possible segregation of less-used books will usually solve the problems. I doubt if even the great libraries, near Boston or New York for example, could conveniently unite on a common ware-house.

ANDREWS: Old scientific text books, often called of no value, we find in the Crerar Library are wanted by patent lawyers. We have segregated the less-used books and find that one-third of our failures to answer questions are due to this segregation.

LANE: Wise selection, of course, lessens the labor of rejection. But every library finds that the selection it most suffers from is that of the past. It is easier to show others how to reject than to do it in one's own library. The Antiquarians' Library in Worcester, for example, though nominally a historical collection includes poetry, which it might well reject. Of course, it should put the poetry in some other library where it would be of use.

PUTNAM: I suggest that the word elimination be used instead of rejection. This would make some of the problems the question raises seem easier of solution.

HILL: Any one who can select books for a library can be trusted to reject some of them as time goes on. It is a mistake to accept everything that comes, especially gifts. They should be scrutinized with care before being added to the shelves. In the 26 branches in Brooklyn we tried to discover what books were of so little value to the

branches that they would not be missed if taken away. The branch librarians sent in lists of books not used in two years and they were very few. However, some books must be eliminated. In our new building there will be a storage place for 300,000 volumes, for the less-used books of the branches to which every branch will have access.

CANFIELD: Columbia College examines gifts with considerable care and sends many things to special libraries. It has also sent many books from its shelves to other libraries.

UTLEY: Are prospective givers ever offended by having their gifts declined?

CANFIELD: If we may decline large collections under certain conditions we certainly may decline minor ones.

PUTNAM: The general principles laid down in the paper seem correct. Of course, every librarian will feel a pang over the loss of the books he eliminates; but every librarian has more of a pang still for the lack of books the library has never been able to get. We do not condemn or slight the book we do not buy; nor do we condemn or slight a book when we eliminate it. Room for readers is usually fairly adequate. It is perhaps easier to add storage room to libraries than is generally supposed.

CARR: The "intermediate library," at Worcester, a collection lying between the reference department proper and the lending collection, seems to solve the problem of storage there.

FLETCHER: In our experience, it is not well to have books of the same class in two places in a working library.

MRS. ELMENDORF: Buffalo has planned to make a careful catalog of the most useful books; this catalog to be the one generally used by the public. This means a separation of the cards, but not necessarily a separation into two groups of the books.

LANE: The branch library plan to be adopted later in New York and Brooklyn seems to throw light on the general problem. Most public libraries must reject anyway. The books they eliminate will tend to increase in size, the special libraries, the store-house libraries and the great university libraries and if these are to attain the maximum of efficiency they will have to reduce the collections in their own stacks. Why not, then, in or near New York, Boston and other centers have a large store-house, as has been suggested, to which all the greater libraries may send such books as they think wise, and from which they can secure them again at a minimum of cost?

Extracts were read from a number of letters from members unable to be present, giving further opinions upon the subject, most of them taking an affirmative view of the question, modified according to conditions, scope of library, judicious discrimination, etc.

The next question for consideration was:

DOUGHT NOT LIBRARIES OF A CERTAIN GRADE TO BE CREATED PERMANENT DEPOSITORIES OF PUBLIC DOCUMENTS ISSUED BY THE GENERAL GOVERNMENT—IN ORDER TO INSURE COMPLETENESS OF COLLECTIONS AND MOST EFFICIENT ADMINISTRATION OF THE SAME? This was presented in a paper by Dr. Canfield, as follows:

"There is no thought of a discussion of the value of public documents—that is taken for granted. The question concerns simply the designation of depositories, and is brought to the attention of the institute at this time largely because certain correspondence, the gist of which follows:

"Early in the present calendar year one of the largest university libraries noticed that it had missed two shipments from the Superintendent of Documents at Washington. Correspondence with the superintendent brought out the fact that the library had been temporarily dropped from the list, but later had been reinstated—and still later the missing shipments were sent forward. About the same time a letter was received from a member of Congress stating that he had 'again designated' the library as a depository of the government publications and in his Congressional District. This led to inquiry covering the entire ground of designated depositories, with the following results:

"From a letter to a government official at Washington:

"The present law concerning the designation of Congressmen of certain libraries as public depositories, is so framed as to make it possible for members of Congress to change the designation from Congress to Congress. A library in one part of a Congressman's district may be designated for one Congress, and another library in another part of the district for the succeeding Congress. If this is done, or whenever it is done, it results in broken sets of public documents in different libraries in different parts of the district. As the chief value of public documents lies in the completeness of the sets, in their continuity, such a change of designation renders the collection of public documents practically worthless.

"Do you happen to know or can you in any way learn, whether these changes are frequently made?"

"The reply to this was:

"I received yesterday your letter of the 13th inst. relative to changes in the list of depositories of public documents to which all Government publications are sent, and in reply have to say that so long as these depositories were supplied with documents through this office no changes were permitted in the list except for good and sufficient reasons. We took the same view of this matter that you take, that a proper designation having been made, the library so designated should continue to receive Government publications irrespective of any changes in the boundaries

of Congressional Districts. It is so evident that changes in the list of depositories made upon the incoming of new senators and representatives, or on the change of boundaries of Congressional Districts, would operate disastrously to said depositories and nullify in great measure the very purpose for which they were established, that the department, properly I think, assumed that no changes should be permitted, though the law does not specifically require this and might readily be otherwise construed.

"It was only two days ago that I learned that a different construction has been put upon the law, and changes in depositories are now allowed to be made upon the designation of new senators or representatives in some cases substituting small and insignificant libraries in the place of large libraries in cities to which for years the documents have been sent. How many such changes have been made I am unable to say.

"Under these circumstances, the attention of the Committee on Printing of the two Houses of Congress should be called to this matter by prominent librarians, and in some emphatic way; and it should be suggested that if the law permits these changes the law should be amended so as to secure the continued supply to all designated depositories of Government publications so long as these libraries remain satisfactory depositories. If several prominent librarians should communicate with the chairman of the Committee on Printing, making the suggestion and uttering a protest against changes being allowed, it would have a good effect."

"A letter was then sent to a member of the Committee on Printing, calling his attention to the correspondence already referred to, and repeating in substance the first letter quoted above.

"To this, answer was made by the gentleman addressed, as follows:

"It certainly seems to be a mistake to change the depositories of public documents, and I am surprised to hear that this is frequently done. This statement may be correct, but I should be inclined to doubt it. The depositories have always been the same in my district since I have been in Congress, and I took them as I found them. I trust that you do my colleagues injustice."

"In the annual report of the Public Printer, for the fiscal year ending June 30, 1907, pp. 350-355, this matter is discussed by the present Superintendent of Documents, who quotes at some length and approvingly from Miss Hasse's report to the American Library Association, at the last meeting of that organization. The superintendent sums up as follows:

"To constitute permanent depositories in important centers in the various states, subject only to change at their request or upon its being discovered that they are not comply-



ing with the law, and to place therein all Government publications printed for distribution, under the control of a person trained in library methods and versed in public documents, would be a saving of money to the Government and practically accomplish that which is now theoretically brought about.

"At present it is sufficient to comment upon this, in passing, that there is grave question as to the feasibility and desirability in placing in each depository a Government agent—and there can be no question at all as to the desirability and feasibility of general investigation, such as is now permitted and required under United States Statutes at Large, 1895, Vol. 28, page 612, chapter 23, section 70: 'The Superintendent of Documents shall thoroughly investigate the condition of all libraries that are now designated depositories; and whenever he shall ascertain that the number of books in any such library, other than college libraries is below one thousand, other than Government publication, or it has ceased to be maintained as a public library, shall strike the same from the list, and the Senator, Representative, or Delegate shall designate another depository that shall meet the conditions herein required.'

"Those who were at the Asheville conference will remember the discussion which followed Miss Hasse's paper and Mr. Post's address—especially the very wise words of Mr. Bowker, calling attention to what has been done in the past in this matter, he continued:

"We want two things. We want a flexibility in the matter of depositories, so there will be depositories of several classes. We want also a flexibility in the handling of documents themselves, which I am glad to say is largely made possible under the new law. When we get these two things we shall have a government which will be most economical from the point of view of the producer, and most useful from the point of view of the distributor."

"For the sake of placing this matter in definite form before the members of the institute this evening, hoping thereby to secure a discussion which will bring definite results in the form of definite suggested legislative action, I will phrase my own answer to the question under discussion as follows:

"We need legislation by which there shall be established permanently by the effect of the statute itself, depositories other than those designated by members of Congress, as follows:

"Upon its own request, one public library (by which I mean a library maintained by taxation and free to all residents of the city in which it is located, without fees or dues of any kind) in each city having a population of 25,000 or upwards. According to the last census there are 122 cities of 25,000 popula-

tion and upwards; but it is impossible to determine just how many libraries the above legislation would add to the number already designated as depositories—because many of the libraries in these cities have already been so designated.

"Upon its own request, the library of each college which meets at least the educational standards adopted by the Carnegie Foundation for the Advancement of Teaching.

"Again it will be impossible to determine how many depositories will be created in this manner, because many of these colleges are already designated depositories.

"This will not deprive members of Congress of their present privilege of designation.

"The libraries designated by statute should be permitted to indicate from time to time what documents they desire.

"I do not care to forestall discussion by any further statement of either the question, the present conditions which have suggested the question, or my own answer to it.

"I call attention again to the suggestion as to protest by librarians and ask for action thereon."

Following discussion, those present signed this statement—to be given to Dr. Steiner, as chairman of A. L. A. Committee on National Legislation:

*"To the Chairman and Members of the Congressional Committee on Public Printing."*

"GENTLEMEN: The undersigned respectfully call your attention to the fact that without continuity and reasonable completeness, on given lines at least, the value of a collection of public documents is seriously impaired, even if not entirely destroyed.

"That under present interpretation of this statute covering the designation of depositories, changes in such designation may be made from Congress to Congress; thus permitting the possibility of broken sets in the various congressional districts—sets which would thus become of little value.

"That this status is peculiarly undesirable because both the reading public and librarians are just beginning to understand the value of public documents and to devise efficient methods for making this value available.

"We therefore ask you to consider some amendment to the present statute covering the designation of public depositories by which, on its own request and for cause shown, any present depository may be placed on a permanent list; and any library open freely to the public and situated in a city of (say) 25,000 population and upwards, not now designated as a depository, may, upon its own request and for cause shown, be placed upon the same list.

"Because of the recognized value of public documents in the study of civics, political history, economics and sociology, we suggest that provision be made whereby any college or university which attains (say) at least the educational standards established by the Carnegie Foundation for the Advancement of Teaching, may, upon its own request, be placed on the list of permanent depositories. The Carnegie Foundation is mentioned because it is now generally recognized as the most acceptable and powerful authority on standardizing higher education in the United States.

"There should also be such appropriation as will secure the appointment and service of a suitable representative of the Department of Public Printing, to make personal and efficient the present statutory provision for the investigation and regulation of all public depositories. Such a representation would largely increase the use and value of all collections of public documents."

## American Library Association

### MINNETONKA CONFERENCE

The date of the Minnetonka conference has been changed to June 21-27 instead of June 26-July 3. This will avoid the regrettable conflict with the Cleveland meeting of the National Educational Association, which the former date caused, and will also secure much more satisfactory and advantageous accommodations at Minnetonka.

The following gives the tentative outline of the program for the Minnetonka conference:

#### Monday, June 22

*Afternoon:* Minnesota Library Association.  
*Evening:* South Dakota Library Association; American Association of Law Libraries; Executive Board.

#### Tuesday, June 23

*Forenoon:* Council Executive Board; Children's Librarians' Section.  
*Afternoon:* First general session.  
*Evening:* Reception by local committee; Western Reserve Library School Association.

#### Wednesday, June 24

*Forenoon:* Second general session.  
*Afternoon:* National Association of State Libraries; Children's Librarians' Section.  
*Evening:* Trustee's Section; New York State Library School Association; Illinois State Library School Association.

#### Thursday, June 25

*Forenoon and Afternoon:* Twin City day.  
*Evening:* League of Library Commissions; Pratt Institute Library School Association; Drexel Institute Library School Association.

#### Friday, June 26

*Forenoon:* National Association of State Libraries; Catalog Section (large libraries); election of officers; Council.  
*Afternoon:* Third general session.  
*Evening:* College and Reference Section; League of Library Commissions; American Association of Law Libraries.

#### Saturday, June 27

*Forenoon:* Catalog Section (small libraries); College and Reference Section; Council.  
*Afternoon:* Fourth general session.

### COMMITTEE ON BOOKBUYING

In the February number of *L. J.* is given the correspondence between the bookbuying committee and the American Publishers' Association on the matter of greater co-operation between librarians and publishers. *Bulletin* 35 (*March*) of the bookbuying committee, published in the *A. L. A. Bulletin* for March, contains the following:

With Mr. Roger L. Scaife, representing Houghton, Mifflin & Co., the committee has

had an interesting correspondence, which we summarize thus:

Mr. Scaife: Jan. 24. "Copy of your letter to the A. P. A. rec'd."

"We have long been trying to get into closer relations with librarians and have in our Boston office a Department of library work. We secured Library Congress cards for all our books and sent them to libraries with the books themselves. We found libraries did not care to get these cards, and last year gave up the plan."

"Then we prepared post-card notes of our books and sent them out. These seemed not to meet with approval and we gave them up also."

"Latterly we have sent to libraries duplicate letters about certain of our books—those of a more serious nature—which we felt rather depended on library trade for their success. This method seemed to bring small returns. For instance: of a certain book, an advance notice was sent to all important libraries. It was described in our September and again in our Holiday bulletin, and then a special circular was mailed to all important libraries—and yet the total sales traceable to this advertising were only a little over 200. Of course we can not trace all the results of this form of advertising."

"We would like to do the helpful thing to libraries, knowing that we shall thus help ourselves. Have you any advice? The great and crying need is that librarians and publishers get together and understand one another."

"Books prepared by librarians and published by our house seem to have no support from other librarians. We cannot explain this."

"We looked into the reinforced binding question. After much study and correspondence we hit upon a reinforcement satisfactory to your Book Binding Committee, and then found that the only books libraries cared to buy in this form were either poorly edited editions or editions with banged up plates which we could not recommend a library to purchase. Moreover, your Book Binding Committee could not tell how many copies libraries would take. Manufacturing difficulties arose, and we had to let the matter drop."

"Repton's 'Theory and practice of landscape gardening,' which we have lately reprinted, is practically unobtainable except in this edition. Few librarians have the original edition. It is an acknowledged classic in its field. Can you tell us what we should do to call it to the attention of librarians?"

"You will note that I am reporting and inquiring—not complaining. We would like, as I have said, to do the useful and helpful thing in this."

"Our publications are very well represented on all library lists, and we simply wish to hold the ground we have gained and gain more if we can do it by being of some assistance."

In reply to Mr. Scaife the committee wrote suggesting that the Bookbuying Committee meet at least once a year with committees from associations of publishers and booksellers. It suggested also that libraries probably bought more of the books Mr. Scaife said he advertised with so little apparent success, than he supposed, and called attention to the fact that most libraries buy through their agents. It suggested also that libraries register, perhaps at A. L. A. headquarters, the names of their agents in America, England, Germany and France, this information to be accessible to publishers and booksellers.

The committee pointed out that it is of course impossible to tell in advance how many copies of special bindings libraries will take, but it is sure that the better-sewn books will approve themselves to librarians and in time have a good sale. It believes that publishers

have tried harder to give libraries well bound books than most think, and that the number purchased being small the publishers naturally ask "Does it pay?"

Referring to Repton, Mr. Scaife's attention was called to the fact that this book has not been noticed in the "Book review digest" or "A. L. A. Booklist" and did not reach the "Publishers' Weekly" until Dec. 21, and further, to the large number of circulars from publishers which libraries receive, designed to sell books and not to tell plainly what a book is about, how illustrated, how bound, how large, etc.

Particular approval was expressed of the suggestion that publishers, booksellers and librarians get together.

In earlier Bulletins of this committee, the attention of librarians was called to the importance and value of catalogs of dealers in second-hand books, to the opportunities they afford for obtaining books cheaply, and to the knowledge of editions, prices and titles to be obtained from them. It has been suggested that we issue a new list of some of the leading dealers in this and other lands who issue such catalogs, and the following names are therefore given: Those marked with an x make a specialty of dealing in remainders of editions.

#### United States.

John W. Cadby, 50 Grand St., Albany, N. Y.  
x McDevitt-Wilson Co., 1 Barclay St., New York.

F. P. & L. C. Harper, 437 Fifth Ave., New York.  
Goodspeed's Book Shop, 52 Park St., Boston.

Joseph McDonough, 39 Columbia St., Albany, N. Y.

x John R. Anderson & Co., 67 Fifth Ave., New York.

Gregory, 116 Union St., Providence, R. I.

x Henry Malkan, 18 Broadway, New York.

J. W. Boston, 10 West 28th St., New York. II. Illustrated books, etc.

The Rosenbach Co., 1320 Walnut St., Philadelphia.

W. F. Stowe, 167 Clinton Ave., Kingston, N. Y.

Thompson Pitt Co., 947 Eighth Ave., New York.

Lexington Book Shop, 730 Lexington Ave., New York.

George E. Littlefield, Cornhill, Boston.

H. R. Hurting Co., 317 Main St., Springfield, Mass.

Noah P. Morrison, Elizabeth, N. J.

D. L. & G. T. Harbeson, 126 East 23d St., New York.

Samuel N. Rhoades, 210 S. 7th St., Philadelphia.

Leary's Old Book Store, Philadelphia.

x Caroline Himebaugh, Erie, Pa.

Frederick Lceser & Co., Brooklyn, N. Y.

Canada.  
John Britnell, 230 Yonge St., Toronto.

Australia.  
Angus & Robertson, 89 Castleberg St., Sydney, N. S. W.

Great Britain.  
x John Grant, 31 George IV., Bridge, Edinburgh.

Albert Sutton, 43 Bridge St., Manchester.

Eugene Hector, 103 John Bright St., Birmingham.

Frank Hollings, 7 Great Turnstile, Holborn, London, W. C.

John Buchanan, 49 Great Queen St., Kingsway, London, W. C.

James Thin, 54 South Bridge, Edinburgh.

H. Grevel & Co., 33 King St., Covent Garden, London, W. C.

Maggs Bros., 109 Strand, London, W. C.  
Pickering & Chatto, 66 Haymarket, St. James, London.

Browne & Browne, 103 Grey St., Newcastle on Tyne.

A. Russell Smith, 24 Great Windmill St., London.

Bernard Quaritch, 15 Piccadilly W. London.

Frances Edwards, 83 High St., Marylebone, London, W.

H. G. Gedney, 3 Turl St., Oxford.

Bowes & Bowes, 1 Trinity St., Cambridge.

Wm. Brown, 5 Castle St., Edinburgh, Germany.

K. W. Hietsmann, Königstrasse 3, Leipzig.

Otto Harrassowitz, Querstrasse 14, Leipzig.

Bernard Liebsch, 6 Kurprinzstrasse, Leipzig.

List & Francke, 2 Thalstrasse, Leipzig.

Joseph Baer & Co., Hochstrasse 6, Frankfurt am Main.

Holland.  
Martinus Nijhoff, The Hague.

## State Library Commissions

### NEBRASKA PUBLIC LIBRARY COMMISSION

The *Nebraska Library Bulletin*, for March, gives an interesting note with regard to the circulation of Bohemian books in the state. The appropriation made to the Public Library Commission was too small to admit of foreign book purchases, and the Bohemian citizens took the matter into their own hands and through the Bohemian societies of Nebraska have raised funds to purchase about 600 volumes, to these 50 volumes have been added by gift. The collection will be divided into groups of about 30 volumes and turned over to the Public Library Commission to be circulated free to the Bohemian communities of the state, with the exception of 100 volumes which will not be circulated, but held as a reference collection.

### NEW JERSEY PUBLIC LIBRARY COMMISSION

The commission has submitted to the governor its report for the year ending Oct. 31, 1907. "Summarized, the work of the commission has consisted in administering the travelling libraries; preparing to extend their use to the jails and correctional institutions, as provided by the act approved April 13, 1906; conducting a summer school for library workers; aiding in organizing free public libraries, and advising and assisting librarians of small libraries in their work." These activities are described in detail, and the results of the year are summarized as follows: "603 travelling libraries have been sent out, with an aggregate circulation exceeding 85,000 v.; 18 new libraries are on the record; 47 libraries have been aided in improving their methods; 107 have been directly aided in other lines; 213 purchasing lists were prepared and distributed; 22 addresses were made, besides many informal talks before various gatherings; 32 persons have been given a measure of library training; 2943 books have been bought for the travelling libraries, 3224 books have been prepared for circula-

tion; 81 libraries have been visited, in addition to visits paid to 27 towns that are without libraries." The details of the commission's work were fully covered in the report by Miss Askew, library organizer, given in L. J., December, 1907, p. 567-569.

#### NEW YORK PUBLIC LIBRARIES DIVISION

The New York State Library has issued "Bulletin 46, Public libraries 16," being "Report on public libraries, travelling libraries, travelling pictures and study clubs" for 1906. The letter of transmittal is dated May 21, 1907, and the report is so belated in publication that its contents are now somewhat superseded. It includes, as usual, full statistical records and a report on general library legislation in 1906.

#### VERMONT LIBRARY COMMISSION

The Vermont Library Commission in its *Bulletin* for March notes the last regular meeting of the Board of Library Commissioners, held at Burlington, January 23, 1908. Governor Proctor was present at this meeting and assisted in forming plans for the future work of the commission and for the further development of library interests in the state.

The commission is planning this year to have quarterly meetings, the first of which will be held at Brandon, April 16. After the transaction of the routine business of the commission, there will be a public meeting to develop the plans for the co-operation of the school and the library. Hon. Mason S. Stone, superintendent of education, and Mr. Arthur Chase, state librarian of New Hampshire, it is hoped will be present, besides librarians and educators from Brandon and its vicinity, and the officers of the State Library Association, and plans will be made for a permanent co-operation between the library and the school. If the meeting prove successful future quarterly meetings will probably be held in different parts of the state to promote the same ends.

The commission also plans to hold a short summer institute at Burlington in July. It is hoped that the annual meeting of the Vermont State Library Association may be held at the same time.

### State Library Associations

#### CALIFORNIA LIBRARY ASSOCIATION

The annual meeting of the California Library Association was held in San Jose, Feb. 17 to 21, 1908. The headquarters of the association was Hotel Vendome, while the meetings were held in the Public Library and the Unitarian Church.

The sessions of Feb. 17 and 18, and the morning of the 19th were given up to a library institute conducted by the library organizers of the State Library, Miss Bertha Kumli and Miss Mabel E. Prentiss. Miss Kumli devoted

three mornings to talks on "Cataloging with Library of Congress cards." Miss Prentiss in the afternoon sessions discussed "How to get the most out of books," showing what valuable material is often overlooked in the commonest reference books, and "Librarians' reports and business methods," including a brief reference to library records and fully illustrated by exhibits. She also gave a talk on book repairing followed by a practical demonstration of the use of sewing benches. The interest and enthusiasm felt in the institute was shown by the unusual attendance of over sixty library workers from all parts of the state.

The first of the general sessions was held on the afternoon of Feb. 19 and was devoted to the ever present problem of public documents. Melvin G. Dodge, of Stanford University Library, presented a paper on "Public documents, their use to the average library." The speaker said that the average library in California was a small one and while the value of certain public documents to such a library was very great, it was a mistake to think that everything that came to it from government sources should be kept. Mr. Dodge spoke also of the difficulty of knowing the contents of the current documents of other states and pointed out the value to libraries in this state of the list of California publications printed in each number of *News Notes of California Libraries*.

The question of the distribution of California documents was most ably presented by Hon. Charles F. Curry, secretary of state. After a preliminary sketch of the gratifying growth of the library movement in the state, the speaker cited the various statutes under which the 56 biennial reports and the large number of irregular publications of the state are at present distributed, and also gave the law governing the publication and distribution of the California Blue Book. He recommends that the distribution of documents should be done by some one department of the state government, preferably the State Library, rather than by the several boards, commissions and officers issuing them, as is the present method.

Milton J. Ferguson, assistant state librarian, spoke on the "Distribution of United States documents" and showed how the system of depository libraries had in many cases proved to be a great burden rather than a blessing. He also discussed the various routes by which it is possible for a document to reach a library and the extravagance resulting from the lack of a businesslike centralized distribution.

Following the reading of these papers there was a round table on documents, conducted by Miss Anna L. Sawyer, librarian of Mills College Library. There was some warm expression of opinion concerning the action of the government in stamping documents "Property of the United States government."

In connection with the papers there was a



most interesting set of exhibits of state and federal documents on the following subjects:

Agriculture in California, by N. M. Russ; Forestry in California, by Ernest Bruncken; Gems and precious metals in California, by Letitia Patterson; Horticulture in California, by Grace M. White; Indians of California, by H. Ralph Mead; Water supply and irrigation, by W. F. Cloudsley; Agricultural and horticultural products, by U. S. Clark.

The list on horticulture, compiled by Miss White, was printed by the Los Angeles Public Library for distribution at the meeting. Several of the other lists accompanying the exhibits were mimeographed and sold by the association at a nominal cost.

The morning of Feb. 20 was given up to reports of officers and committees.

President Gillis told of the good work of the association during the year and of its steady growth. He especially commended the district presidents for their hard work and the good results obtained in spite of many obstacles. He recommended increasing the number of districts from four to nine.

Miss Anna McC. Beckley, of the Los Angeles Public Library, chairman of the Committee on Pictures for Libraries, gave instead of a formal report a most interesting and exhaustive paper on her subject. Miss Beckley also presented for the committee an annotated list of 30 books of interest and value in the study of art history, and a portion of the proposed annotated list of 1,000 pictures suitable for a library, representing architecture, sculpture and painting, and submitted two systems of classification.

The report of the Committee on Conditions of librarians was, in the absence of the chairman, Miss Laura Steffens, read by Miss Daisy I. Ennis, of the State Library. From data furnished by 55 of the public libraries in the state the conclusion was drawn that the librarian is the poorest-paid official in the city government. It was shown that although the number of people who draw books from the public library is from two to three times the number of children in the public schools, and though the qualifications of a librarian should be at least on a par with those of a teacher, the library receives far less financial aid from the communities, and as a rule the librarian is poorer paid than the teacher. As a remedy for these conditions, the committee advocated the fixing of a standard of librarianship, the proper advertising of the library, and the awakening of a sense of responsibility among library trustees.

The Committee on Co-operation among libraries is divided into four sub-committees, and in the absence of John E. Goodwin, general chairman, the report was read by Lauren W. Ripley of the Sacramento Public Library. The Sub-committee on Periodical Exchanges recommended the establishment of a central point of exchange to have charge of dupli-

cate "want" records of each library, and the publication of wants and duplicates in each number of *News Notes of California Libraries*. Such a point of exchange has already been established at the State Library. The Sub-committee on Book Selection and Buying and Inter-Library Loans made a plea for co-operation in buying expensive sets of books likely to be little used, and advocated a liberal system of inter-library loans by means of which the special resources of one library might be at the service of its neighbors. In California such loans have been hindered by great distances, inadequate transportation facilities and high traffic rates. The committee recommended that the association urge the passing by Congress of the bill providing for the reduction of postal rates for inter-library loans. In regard to book buying it was thought that as a rule little could be gained by co-operation because of the great distance between libraries.

On Binding and other Workroom Problems, the sub-committee recommended: 1. A crusade for comfortable, convenient and commodious work rooms in every library in the state. 2. A skilled binder to attend to the wants of the libraries of a section having several libraries, no one of which is able to employ a binder independently. In connection with the work of cataloging and classifying a similar plan was suggested, the hiring of a first class cataloger to superintend the work in several libraries which are close together, no one of which is employing a really expert worker.

The Sub-committee on Bibliographic Work has been engaged during the year in the important task of making an author index to the following California periodicals: *Argonaut*, *Californian*, *Californian Illustrated Magazine*, *Golden Era*, *Hesperian*, *Hutchings' California Magazine*, *Land of Sunshine*, *Out West*, *Overland Monthly*, *Pioneer*, and *Sunset Magazine*. It is hoped that the index may be ready for printing by the end of the year.

The following officers whose names had been previously presented by the Nominating Committee were unanimously elected: President, James L. Gillis, California State Library; vice-president, Antoinette M. Humphreys, A. K. Smiley Public Library, Redlands; secretary-treasurer, Alice J. Haines, State Library.

The president announced that the number of districts would be increased from four to nine, giving the counties in each district and appointing the new district presidents as follows: First District, Stella Huntington, San Francisco; Second District, Mary Barmby, San Jose; Third District, Sara F. Cassiday, Petaluma; Fourth District, Sarah E. Bedinger, Bakersfield; Fifth District, W. F. Cloudsley, Stockton; Sixth District, Nellie M. Russ, Pasadena; Seventh District, W. C. Bonner, Eureka; Eighth District, Mrs. Jessie

M. Pagnello, Alturas; Ninth District, Ida M. Reagan, Oroville.

The afternoon of the 20th was devoted to papers of general interest. Irving B. Richman, of Muscatine, Iowa, who for the past two years has been engaged in historical work in California, read a paper on "Library development in California: a comparative view." Comparing the results of the Extension Department of the California State Library with those of the Iowa Library Commission which has done excellent work, the speaker concluded that California could well be congratulated on the tremendous advance of the last few years.

Edward Hyatt, state superintendent of Public Instruction, described the school law of California which requires the setting apart of a certain per cent. of the school funds each year for the purchase of books, and showed how the law had been abused through ignorance on the part of the one selecting the books, proving the desirability of bringing libraries and schools into closer touch.

"Library aid in state development," a paper prepared by Rufus P. Jennings, chairman of the California Promotion Committee, was read by Charles S. Greene, of the Oakland Free Library. The writer dwelt on the fact that the library is a good investment for a town from a material point of view, as it encourages a better class of settlers. Each library in the state was urged to form a collection of books and pamphlets relating to California. Much such material may be obtained free of charge from the California Promotion Committee, San Francisco.

The concluding paper of the afternoon on "The Woman's Club and the library," was by Mrs. Elmore C. Hurff, president of the San Francisco District, California Federation of Women's Clubs.

The Trustees' Section, presided over by its president, Vincent Neale, of San Rafael, then held its session and discussed some problems of a trustee, including "Decoration for libraries," "Sunday opening," etc. The following officers were elected: President, Dr. Harry P. Carlton, of Oakland; vice-president, William F. Hyde, of Palo Alto; secretary, Mrs. Camden Keen, of Lodi.

The final session of the meeting, on Friday the 21st, was devoted to reports of committees and unfinished business. The Committee on Relation Between Schools and Libraries, Charles S. Greene, chairman, reported that two of the recommendations contained in its report of the previous year had been embodied in an amplified form in the school law of the state. It is now possible for any city school board to have its school library books handled by the public library of the city on terms agreed upon by the school officials and the library trustees. Librarians of school libraries are required to see that the books are properly cataloged, indexed and classified. In the matter of selection of books for

school libraries Oregon is far ahead of California. In the former state the school district libraries are chosen from a carefully graded and annotated list issued by the Oregon Library Commission. Work with county teachers' institutes had been chiefly under the charge of Miss Stella Huntington, of the San Francisco State Normal School. She had at various county institutes given talks on books for a school library, some of which were illustrated by exhibits. These exhibits created so much interest among the teachers that a model school library of 443 books was prepared, properly accessioned, classified and cataloged. This library was on exhibition at the meeting and will be kept at the San Francisco State Normal School, where teachers may visit it at any time. The library may also be borrowed for county institutes.

Then followed reports of the Committee on List of Books for Children, Alfred C. Barker, chairman; the Committee on Publications, Mary L. Sutliff, chairman; and Anna K. Fossler, chairman of the Committee on C. L. A. Pin, presented various designs from which a choice was made. The Resolutions Committee presented resolutions, all of which were adopted. Among them were the following:

*Resolved*, That the Library Act be amended so as to provide for a minimum levy of one mill on the dollar, of direct taxes, for library purposes.

*Resolved*, That the salary of a qualified librarian in a municipality supporting by taxation a public library, should at least equal the average salary paid to a high school teacher in a high school supported by the school district in which said library is situated.

*Resolved*, That a committee of three be appointed by the president, to consider a practicable plan for the establishment of a library training school by the state, and, with the approval of the Executive Committee, to present a bill to that effect to the next Legislature.

*Resolved*, That this association approves the plan of establishing special postal rates for interlibrary shipments, and that the Executive Committee be directed to present an argument on this subject to the Representatives and Senators in Congress from this state.

*Resolved*, That this association endorses the suggestion made by Secretary of State Curry, to the effect that the distribution of state publications be entrusted to the State Library; and that the President, appoint a committee of three to consult with the various state officers and present to the next Legislature, a bill proposing some practicable plan of putting the above suggestion into effect.

The social features of the meeting began on Feb. 19, when, following the regular session, there were held reunions of the various library schools and training classes. In the evening the association was given a reception by the Woman's Club of San Jose in the parlor of Hotel Vendome. An address of welcome was made by Mayor H. D. Mathews to which a graceful response was made by Joseph C. Rowell, first president of the association.

The annual dinner of the association was held on Feb. 20 at Hotel Vendome, with an attendance of 127.

Friday morning the members of the association were the guests of the San Jose Cham-

ber of Commerce and were given a trolley ride to Congress Springs and Los Gatos through the Santa Clara Valley. At Los Gatos a stop was made to permit the librarians to visit the pretty Carnegie Library, presided over by Miss H. A. Rankin, and to eat liberally of Los Gatos oranges which were piled in a great mound on one of the library tables.

Taken altogether, in attendance, in enthusiasm, in the quality of its serious work, in the cordial spirit of sympathy shown by the members, it was felt that this was one of the most successful meetings ever held by the association.

ALICE J. HAINES, *Secretary-Treasurer.*

#### DISTRICT OF COLUMBIA LIBRARY ASSOCIATION

The 106th regular meeting of the association was held in the lecture hall at the Public Library, Wednesday evening, March 18. About 40 members were in attendance. After the reading of the minutes, President Johnston introduced the first speaker of the evening, Miss Esther Crawford, of Cleveland, O., editor of the forthcoming third edition of the A. L. A. list of subject headings, who read a paper of much interest on "Some essentials of co-operative cataloging." Miss Crawford expressed her belief that the present system of co-operation (the supplying of printed cards by the A. L. A. and the Library of Congress) is inadequate, because, while effecting a great saving of mechanical labor, it does not meet the real needs of the majority of the readers in public libraries. There are two distinct classes of library users to be served by library catalogs, first, the comparatively small group of scholars, specialists and investigators, for whom elaborate catalogs are necessary tools, and second, the public at large, to whom our present catalogs too frequently are hindrances rather than aids. The Library of Congress forms of catalog entry, in attempting to effect a compromise between the needs of these two divergent groups, have proved, in practice, to be entirely satisfactory to neither. Too radical for the specialist, they seem conservative and overburdened with detail to the readers in public libraries.

"As to the possible share of the National Library and the American Library Association in co-operative cataloging for public libraries: the A. L. A. has codes which are necessary preliminaries for such co-operation—the rules for author entry and the list of subject headings. The latter necessarily will be slightly out of date even before it is published. With no stable and continuous center for testing, revising and enlarging, in five years' time it will lapse into as untrustworthy a guide as did the previous edition in the matter of new and changing subjects. Already that inadequacy has driven the catalogers to the only up-to-date source in the country—the commercial in-

dexes. This will happen again with the third edition and in a more truly disastrous way unless the A. L. A. follows up its new code with some consistent and steady effort to keep it up to date. A regularly employed editor of cataloging would make it his business to keep abreast of new subjects and the crystallizations in their terminology as well as changes and enlargements in old subjects. The results of these investigations would appear as supplementary lists from time to time and occasional cumulations with the standard list. In addition, the editor would make it his business to catalog all books recommended in the *Booklist* and such others as a sufficient number of co-operating public libraries could agree upon, up to the limit of what could be done in the space of a reasonable day's work. This manuscript would serve as copy for the Library of Congress to use in a separate issue of cards. For these a previously guaranteed list of subscribers would be secured to cover expenses of printing, storage and distribution. These, as it appears to me, are the natural and possible lines along which co-operation can hope to work with reasonable harmony in the profession and with the double result of mechanical economy and power at the point of contact with the reader.

"Anything less thorough and masterful than this will mean the eventual capture of the field by commercial enterprise and the consequent loss by the A. L. A. of its power to control standards.

"Is there not in this outlook a hope for co-operation without absolute uniformity, for preservation of local needs and characteristics without dissipation of central power in legislation, research and advice?"

Discussion of Miss Crawford's paper was participated in by Mr. Hanson and Mr. Martel, of the Library of Congress, and brought out the following specific points as needed in the proposed issue of cards for public libraries (being practically the recommendations published by the Committee on Cataloging from the Ohio Library Association):

1. In author headings, emphasis to be laid on best-known, rather than strictly accurate, form of name—in both personal and corporate entries; also that entire heading be kept within one line so far as possible.

2. Title to be cut down to as few words as possible for expressing subject matter of book and for insuring reasonable accuracy in identification; mere bibliographic fullness to have no place, beyond editor, translator and edition designation.

3. Imprint to be confined strictly to such information as the average public library needs: viz., volumes, illustrations, maps, publisher and date. Paging, if given at all, to be confined to main group. Size to be given only when above quarto or below 16mo.

4. Bibliographic notes to be confined to those needed by the average public library, as: series, previous publication in magazines, etc.

5. Descriptive note to be given where the title or contents note does not prove full enough or clear in wording, either as to subject matter of book, scope covered, or attitude of author on debated questions.

6. Classification number for at least one system.

7. Subject entries suggested in accordance with A. L. A. list, provided this is kept up to date.

8. Analytic entries suggested with considerable frequency.

The discussion also brought out the suggestion that catalogs of the future should plan for elasticity rather than permanency in their forms of headings, changing them to suit the change in terminology of subjects or (what is of as great importance) to suit changes in popular acquaintance with terms.

The second address of the evening was by Mr. James McCormick, of the United States Geological Survey, on "Map making and map values in the United States." The speaker described in some detail the methods used in producing the topographic, geodetic and geologic maps of the United States, illustrating his remarks by presenting specimens of the various kinds of maps described.

The association then adjourned.

WILLARD O. WATERS, *Secretary*.

#### SOUTH DAKOTA LIBRARY ASSOCIATION

The South Dakota Library Association held its second meeting at Watertown, Dec. 31 and January 1, in connection with the meeting of the South Dakota Educational Association. On Dec. 31, Mr. H. O. Williams, of the Waldorf Bindery, St. Paul, gave a talk on library binding from the standpoint of the binder.

Miss Clara F. Baldwin, secretary of the Minnesota Commission, conducted a round-table on the Problems of the small library. On Jan. 1, the program was covered by a paper on "Reference work in the small library," by Miss Edla M. Laursen, librarian of the Carnegie Library at Mitchell, Minnesota Summer School, 1907, followed by discussion. At the business session plans were formulated for library extension work on the part of the association especially in the establishment of a system of travelling libraries in co-operation with the State Federation of Women's Clubs. This meeting is reported in *Library Notes and News* of the Minnesota Public Library Commission for March.

### Library Clubs

#### CHICAGO LIBRARY CLUB

The regular meeting of the Chicago Library Club was held Thursday evening, March 12, at the Chicago Public Library. The address of the evening was given by Mr. John Vance Cheney, of the Newberry Library, on "Some early American poets." Mr. Cheney spoke in an interesting manner of the American poets,

giving especial emphasis to the little-known poets of the colonial period. He outlined the development of American poetry and its relation to English literature.

EMILY M. WILCOXSEN, *Secretary, pro tem.*

#### NEW YORK LIBRARY CLUB

The regular meeting for March, 1908, was held Thursday the 19th at 3 p.m. in the 58th street branch of the New York Public Library. During the business part of the meeting a report of the dinner committee led to an animated discussion, and finally to a vote on the motion that the club have a dinner after Easter; the price of a ticket to be two dollars; and if the attendance should not be sufficient to pay expenses, for the club to pay the deficit. The motion was carried. The discussion on the topic How can the public library co-operate with organized efforts to better social conditions was opened by Mr. Robert Bruère of the New York Association for Improving the Condition of the Poor. He pointed out how, as secretary of the New York Milk Committee and the Committee on Physical welfare of School Children, he had found it necessary to secure the literature on the subjects in which the committees were interested in order that he might not duplicate work that had been done in other places. This literature he had found to be extensive and of importance, but he had found it simpler to secure it by correspondence with workers in the two departments of the committees' activities in all parts of the world than to go to a library for it. His first suggestion, therefore, was that a library should go out in search of new business. He said that it would have been of very great value to him had a member of the staff of the city library been a regular visitor to the association and if such librarian had been able at the outset of his investigations to place at Mr. Bruère's disposal the literature which his duties as secretary required him to know.

He said that he had found that the members of the staff of the association being exceptionally hardworked, found it virtually impossible to keep in touch with current literature upon social and economic topics. In order to meet this difficulty he had been holding weekly conferences at the association, some of which were devoted to the discussion of such current questions. He suggested the advisability of having an itinerant and highly capable reviewer make the rounds of such organizations as his for the purpose of doing for social workers what the book review department of the magazines attempts to do for those who have their own libraries in which to read.

He commented on the admirable work which libraries had done in fostering a love for beauty by making photographs of the cinque-cents masters most useful possessions of schools, settlements, etc., and suggested



that an organization that had been so successful in the case of art which is so little related to our times as the cinque-cents masters might be of equally great service in familiarizing schools with what was most significant in contemporary art, which has direct relation to contemporary life.

By way of illustration, he cited the exhibition on congestion recently held in New York, which showed how sadly defective we were in the application of the ideas of beauty to contemporary life; and he further cited the case of Thoreau. He said that so far as he knew there was no way by which a school child could become familiar with the true spirit of Thoreau's writings. The citations from "Walden" which are printed in the text-books ordinarily deal with his love of nature, rarely with his political and social philosophy.

Mr. Robert H. Whitten, of the Public Service Commission, followed, speaking on Special libraries, with special reference to a proposed library of municipal affairs and city department libraries. This paper, in part, will probably be published in a later number of the LIBRARY JOURNAL.

The Round Table on the service of a public library to the various departments of the city government was led by Mr. Walter B. Briggs, of the Brooklyn Library. He showed how public departments need specialists in touch with the book world to keep them informed in their special lines. Mr. Bruère was asked: Can the district visitors to the poor form a connecting link with the public library? He answered in the affirmative.

ELIZABETH L. FOOTE, *Secretary*.

#### SOUTHERN WORCESTER LIBRARY CLUB

The Southern Worcester Library Club met on Tuesday afternoon, March 3, in the Ashland Public Library. Representatives were present from the libraries of Waltham, Worcester, Bellingham, Upton, Whitinsville, Hopedale, Milford, Westboro, Hopkinton, and Ashland.

After a cordial welcome extended by one of the Ashland trustees, Miss Bragg, of the Worcester Library, spoke on the subject of classification and cataloging.

The second paper was read by Mrs. C. B. Holman, of the Hopkinton trustees, in which she reviewed some noteworthy books of 1907.

The final paper was given by Mrs. Sadler, who told of the work done in her own library in Upton.

ETHELWYN BLAKE, *Secretary pro tem*.

#### WESTERN MASSACHUSETTS LIBRARY CLUB

The winter meeting of the club was held on Friday, March 6, at the Unitarian Church at Chicopee Center. The morning session was devoted to a discussion of the best books of 1907 for small libraries.

At the intermission a bountiful luncheon was served the club as guests of the trustees by the ladies' guild of the Unitarian Church.

There was a general response to an invitation to visit the library and much favorable comment upon its improved appearance and its hospitable spirit. A fine collection of library post cards was on exhibition. On resuming the session in the afternoon the president, W. I. Fletcher, announced the plans being made for the spring meeting, a joint session of all the library clubs of New England to be held in some place of resort in its borders and to last several days. The first talk of the afternoon was by H. C. Wellman of Springfield on "Library economy and advertising."

Mrs. R. S. Potter, of the Springfield City Library, spoke on "The collection and arrangement of local history material," and J. T. Bowne, librarian of the Young Men's Christian Association training school of Springfield, gave a talk on "The Indians of the Connecticut Valley."

### Library Schools and Training Classes

#### CARNEGIE LIBRARY OF ATLANTA LIBRARY TRAINING SCHOOL

On March 5, 6 and 7, Mrs. Salome Cutler Fairchild, of New York, gave four lectures to the class. Her subjects were "The principles of book selection," "The selection of books in biography," "Presidents of the A. L. A.," and "The outline of the library movement." The pleasure and profit of these delightful lectures were shared by an audience which consisted of members of the staff, librarians of local libraries, and a few other invited guests.

On Feb. 20 the school lost one of its students, Miss Annie Pierrepont Angier, who died at her home in Atlanta, after a short illness of pneumonia.

#### GRADUATE NOTES

Miss Susan Lancaster, of the Carnegie Library of Atlanta, 1907, has been engaged to organize the library of the State Normal School at Jacksonville, Ala.

Miss Eva Wrigley, Library Training School of the Carnegie Library of Atlanta, has been appointed librarian of the Public Library of Talledega, Alabama.

JULIA T. RANKIN, *Director*.

#### CARNEGIE LIBRARY OF PITTSBURGH TRAINING SCHOOL FOR CHILDREN'S LIBRARIANS

The winter term of the Training School opened on Jan. 6. On Jan. 6 and 7 Miss Mary Wright Plummer, director of the Pratt Institute Library School, gave two lectures on Poetry for children. Feb. 5, Father O'Connell, of Pittsburgh, gave a very interesting account of the work of the Lyceum, a Catholic social settlement. Feb. 17-21, Mr. Henry E. Legler, secretary of the Wisconsin

Free Library Commission, visited the school and gave a series of six illustrated lectures on the History of the book, and one lecture on Library commissions.

Miss Georgia Alexander, school supervisor in Indianapolis, spoke to the school Feb. 21, on the Library and the school. Feb. 24, Miss Alice S. Tyler, secretary of the Iowa Library Commission, gave one lecture on the Work of the Iowa Commission, and one on Library supplies.

Feb. 27 and 29, Miss Helen U. Price, consulting librarian of the Pennsylvania State Library Commission, lectured on Early magazines for children, and Modern children's magazines.

Mr. Chalmers R. Hadley, secretary of the Indiana Library Commission, visited the school March 11-13, and gave lectures on the Indiana Library Commission, Library buildings, and Bookplates.

March 18 and 19, Mr. C. H. Gould, librarian of McGill University, lectured on Library work in Canada, and Technical work in McGill University Library.

Among the regular courses given this term, are Loan systems, Cataloging, Book-numbers, Planning and equipment of children's rooms, Literature for children, The modern public library movement, Administration of small libraries, Home library work, Proof-reading, and Printing.

The students also attend the conferences of the children's librarians, which are usually held once in two weeks.

#### CHAUTAUQUA LIBRARY SCHOOL

The eighth annual session of the Chautauqua Summer Library School will be held July 4-Aug. 14. The course of study is general and is designed for librarians and library assistants who cannot leave their work for the extended course offered in regular library schools, but who can get leave of absence for six weeks of study during the summer months. This course is especially planned to accomplish the most possible in six weeks, each requiring 40 hours of study. Lectures and instruction will deal with library organization and administration, library technique, selection, buying and care of books, library building and equipment, statistics and accounts, library extension, work with children and study classes. The Chautauqua and neighboring libraries give the students practical work under the direction of their instructors. Practice work is carefully revised. Visits are made to Buffalo and other places of interest and benefit to library workers.

Dr. Melvil Dewey will be general director of the school. Mary E. Downey, librarian of the public library of Ottumwa, Ia., will be resident director, with Sabra W. Vought, librarian of the University of Tennessee and Alice E. Sanborn, librarian of Wells College, as instructors.

The work of the staff will be supplemented

by special lectures from time to time, and by Library Week, July 13-19, one of the leading features of the regular Chautauqua program, which offers during the whole six weeks of the school, a series of lectures, concerts, readings, discussions and other entertainments and facilities.

The object of the course is to help librarianship. It is open only to those who are already engaged in library work or have definite appointment to library positions. The class is limited to the number that can be given satisfactory instruction and supervision. Early application should be made to Mary E. Downey, Public Library, Ottumwa, Iowa.

Chautauqua has each summer special railway rates, with facilities for travel that make it easy of access from all parts of the country. It has also provision for satisfactory board and rooms at very moderate cost.

#### DREXEL INSTITUTE LIBRARY SCHOOL

Mrs. Theresa Elmendorf, of the Buffalo Public Library, lectured to the class on March 12. Her subject was the "Personality of the librarian." After her talk she told of many of the interesting features of the Buffalo Public Library, answering the questions of the students on the open shelf room, school work, etc.

Miss Helen U. Price, visitor for the Pennsylvania Free Library Commission, was at the school March 16, when she met the class to explain to them the work she is doing for the commission.

Mr. R. P. Bliss, assistant secretary to the commission, on March 17, in a talk to the school, described the library conditions in Pennsylvania and the work of the traveling libraries in reaching the various sections of the state.

Miss Myra Poland, librarian of the Osterhout Free Library, Wilkes-Barré, Pa., lectured to the class on March 23, on "Some of the problems of the town library."

The students of the library school attended in a body the bi-state meeting at Atlantic City March 13-14. A reunion of the graduates and students present at the meeting was held March 14. The Graduates' Association has adopted a class pin.

Entrance examinations will be held June 12.

ALICE B. KROEGER, *Director.*

#### MICHIGAN SUMMER SCHOOL

Through the efforts of Mrs. Mary C. Spencer, secretary of the Michigan State Board of Library Commissioners, a summer school for library training will be held at the State Library, Lansing, June 29 to Aug. 8, 1908. The course is designed to assist librarians of small libraries and library assistants who are unable to take advantage of the complete courses offered by the regular library schools.

Instruction will be given in cataloging, classification, children's work, reference work,

shelf listing, loan systems, binding, book selection and buying, accessioning, book numbers, etc. A special feature of this session will be the children's work. A five weeks course will be given by Miss Effie L. Power, instructor in library use and juvenile literature at the Cleveland Normal School.

The work will be done under the general direction of Mrs. Mary C. Spencer with the following instructors: Miss L. Louise Hunt, librarian of the Lansing Public Library, head instructor; Miss Effie L. Power, Cleveland Normal School; Miss Ruth M. Wright, cataloger, Michigan State Library; Miss Alice M. Matthews, assistant librarian, George Washington University Library.

The course is free to those holding library positions in the state or who are under definite appointment to such positions.

#### NEW YORK STATE LIBRARY SCHOOL

##### SUMMER SESSION

##### General Course

The general course of six weeks, June 3-July 15, 1908, will be essentially the same as that given in 1907. The work will be proportioned among the different subjects as follows:

Cataloging. Miss Bacon, 18 lectures.  
Classification and book numbers. Miss Hawkins, 12 lectures.  
Reference. Mr. Wyer, eight lectures.  
Organization and administration. Miss Freeman, eight lectures.  
Trade bibliography. Mr. Biscoe, three lectures.  
Book selection. Miss Bacon, five; Miss Hunt, four; Miss Wheeler, four—13 lectures.  
Organization and administration of children's rooms. Miss Olcott, four lectures.  
Buildings and fittings. Mr. Eastman, three lectures.  
Order, accession and shelf-listing. Miss Phelps, three lectures.  
Loan systems. Miss Phelps, two lectures.  
Schools and libraries. Miss Zaidee Brown, two lectures.

Mr. Peck, of the Gloversville library, will give two lectures on subjects to be announced later and Miss Eaton, in charge of children's work for the Albany Public Library system, will tell stories for an hour as she tells them to children.

##### Special Courses

*Children's work.* The eight lectures noted above by Miss Hunt and Miss Olcott with an introductory lecture by Mr. Anderson on "Children and the public library," and a story hour by Miss Eaton have been so arranged as to fall within the week of June 15-20 and will constitute a special course in children's work for which applications will be received from any librarians who wish to attend these lectures only.

*Book selection.* The 13 lectures noted above in the regular course in book selection

with the three on trade bibliography and two additional ones have been so placed as to fall between June 10 and 23. The course will be in charge of Miss Bacon, who has had several years' experience in the selection of books for a small public library. The lectures in detail will be as follows:

Principles of book selection. Miss Bacon, one lecture.  
Aids to book selection. Miss Bacon, two lectures.  
Morality in fiction. Miss Bacon, one lecture.  
A librarian's reading. Miss Bacon, one lecture.  
Publishers. Miss Wheeler, three lectures.  
Editions. Miss Wheeler, one lecture.  
New York best books list. Miss Wheeler, one lecture.  
Trade bibliography (optional). Mr. Biscoe, three lectures.  
Selection of books for children. Miss Hunt, four lectures.  
Story-telling. Miss Eaton, one lecture.

Problems in book selection will be assigned and seminars held for the discussion of new books.

Applications will be considered for this course from librarians who wish to register for these lectures only.

*Reference work.* A special course of six lectures with practice problems is offered by Mr. Wyer, May 4-16, if registration by May 1 is sufficient to justify it.

##### Expenses

Instruction is free to all New York library workers. To others the fee is \$20 for the general course and \$4 per week for the special courses.

##### ALUMNI NOTES

The 18 graduates and former students of the school who attended the Atlantic City meeting had a pleasant reunion and a breakfast on Sunday morning, March 15. Mrs. Fairchild, Mr. J. I. Wyer, Jr., the vice-director, and the following 17 students were present:

Misses Burdick and Winsor, 1890; Misses Kroeger and Middleton, 1891; Misses Jones and Wetzell, 1892; Miss Rathbone, 1893; Mr. Bowerman, 1895; Miss Wait, 1896; Misses Lord and Thorne, 1897; Mr. A. L. Bailey, 1898; Mrs. A. L. Bailey, 1900; Miss Keller, 1901; Miss Bacon, 1903; Miss Nerney and Mr. Solis-Cohen, 1905.

Miss Fanny Borden, B. L. S., 1900, has been appointed assistant in the Vassar College Library for 1908-9.

Mr. Francis L. D. Goodrich, B. L. S., 1906, and Mr. Arne Kildal, B. L. S., 1907, have been appointed instructors in the Indiana Summer School to be held at Tarlham College, Richmond, Ind.

##### PRATT INSTITUTE LIBRARY SCHOOL

The lecture-course by visiting lecturers, with the exception of one lecture, ended with

the winter term. During March, the school had the pleasure of hearing the following speakers:

Miss Theresa Hitchler, on the History of libraries in New York State.

Miss Annie C. Moore, on the Librarian with the children, and on Some earlier writers for children.

Mrs. Charles H. Gould, on Canadian libraries. Miss Mary E. Hall, on The high school librarian.

Miss Myra Poland, on the Problems of the town library.

Miss Harriot E. Hassler, '08, told an Indian legend, and Miss Helen U. Price, of the Pennsylvania Commission, spoke informally of the work of that commission at two of the lecture-teas.

The school has begun the practice this year of inviting to each lecture those nearby librarians whom a given subject would especially interest, and 11 school librarians attended Miss Hall's lecture. Remaining afterward to meet the lecturer and the school, these guests add greatly to the interest and profit of the occasion. The school has had the pleasure of Mrs. S. C. Fairchild's presence on several of these occasions and at one or two recitations.

The program of the visit to the Pittsburgh and surrounding libraries is definitely arranged and stands as follows:

*March 30.* Leave Brooklyn, by the Pennsylvania Railroad, arriving at Pittsburgh at 7:50 p.m.

*March 31.* a.m., Carnegie Library, main building in all its departments; p.m., visit to other parts of the Carnegie Institute; 5 p.m., tea in Institute lunch-room; 8:30 p.m., reception by Training School.

*April 1.* a.m., Mt. Washington and West End branches; p.m., free; 7 p.m., East Liberty and Lawrenceville branches.

*April 2.* Homestead, Duquesne and McKeesport libraries.

*April 3.* a.m., Allegheny Library; p.m., visit to steel works.

*April 4.* Return to Brooklyn, via Pennsylvania Central.

Entrance examinations for the year 1908 and 1909 take place June 12, 1908. The school opens September 17.

#### MOVEMENTS OF GRADUATES

Miss Louise P. Fritz, '04, has been appointed to conduct the class in library economy in the Washington Irving High School, New York.

Miss Clara Bragg, '04, has resigned her position as head-cataloger in the Worcester (Mass.) Public Library. She will be in the Columbia University Library during April.

Miss Hannah Fernald, '06, has been appointed librarian of the Portsmouth (N. H.) Public Library.

Miss Louise Kirkpatrick, '06, has resigned

from the New York Public Library to accept a position in the Library of Congress, as assistant to Mr. W. W. Bishop.

Miss Sarah Calloupe, '06, announces her marriage on March 16 to Mr. Charles Rensselaer Earl, of Yonkers, N. Y.

MARY W. PLUMMER, *Director.*

#### WESTERN RESERVE UNIVERSITY LIBRARY SCHOOL

Every year since the school has been organized Miss Alice S. Tyler, secretary of the Iowa Library Commission, has been a welcome lecturer on some phase of organization or commission work. Last year it was decided to make her lectures a permanent part of the library organization course and five were given, largely along the work of the small library. This year these were remodelled to make a course of ten lectures devoted exclusively to the "Organization and administration of the small library." The lectures were given during the second and third weeks of February and the topics were as follows:

The "small" library: its limitations, its problems and its advantages.

Organization and reorganization.

Simplifying library records.

Library rules and regulations.

The business side of the library.

Inventory, statistics and reports.

Hours and the time schedule.

Advertising the library.

The trustees and the budget.

Library housekeeping: care of building and equipment.

The results justified the plan, for not only did the students enjoy the lectures as thoroughly as heretofore but gained even more from them practically, because of their closer connection with the work of the school. During Miss Tyler's stay the students had the opportunity of meeting her socially at a pleasant Valentine party given by Miss Evans of the faculty.

Two recent visitors at the school have been Miss Merica Hoagland, director of the Winona Library School, and Mr. Frederick Faxon, of the Boston Book Company, both of whom were in the city on business. Miss Hoagland spoke informally to the students after one of their classes.

The annual Library School trip to Pittsburgh will occur on April 13, 14 and 15, just preceding the Easter vacation.

The entrance examinations for the Western Reserve Library School will take place on May 25 and 26.

#### Library Economy and History

##### PERIODICALS

*A. L. A. Booklist*, March, in accordance with the recent decision of the A. L. A. Publishing Board contains no special list of books, thus giving more space for the current record.



*Library Assistant*, March, has an article "Sane principles of classification," by W. C. Berwick Sayers, which presents the essential points to be covered in any scheme of classification. Notes on the meetings of the association and its various branches are given.

*Library Association Record*, March, contains an article "The authorship of the Summe of the Holy Scripture," etc., by William E. A. Axon, a contribution to bibliography considering the authorship of the anonymous editions "Summe of the holy Scripture," "Bryefe summe of the whole byble" (English); "Summario de la Santa Scrittura" (Italian); it traces them to the same source as the anonymous "Summa der godliker scrifturen" supposed to be the work of Hendryk van Bommel. "The delimitation of the reference library with a note on specialization," by William J. Harris; and "Imprints in modern books," by Leonard C. Wharton, and "The exemption of public libraries and museums from rates and taxes," by H. W. Fovargue, are other noteworthy articles.

*Minnesota Public Library Commission. Library Notes and News*, January, contains a reading list of material by Minnesota writers. This list is broad in scope, and carefully compiled and forms an interesting contribution to local history.

*Public Libraries*, April, contains an article "Lest we forget in the multitude of books, the few great books," by H. L. Koopman, librarian of Brown University, to be concluded in the May number; "Some book-buying and other library problems," by Purd B. Wright, librarian of St. Joseph (Mo.) Public Library; and the third and final installment of "Library instruction in normal schools," by Ida M. Mendenhall, librarian of the State Normal School, Geneseo, N. Y.

*Vermont Library Commission. Bulletin* for March, contains two brief articles, "The Vermont Library Association," by Frances M. Pierce, and "The library exhibit in the small town," by Bertha M. Shaw, besides notes on the business and plans of the commission, noted elsewhere in L. J.

*Wisconsin Library Bulletin*, November-December, 1907, has a practical and useful article on "Music in libraries," by Julia A. Hopkins, giving suggestions for selection, cataloging and binding; and for January-February, 1908, contains a most useful article entitled "Magazines for the small library," by Katharine I. Macdonald, which contains, besides hints as to the purchase and circulation of magazines, a list of the magazines most needed in a small library. "Some recent developments in small library design," by Louis W. Claude, a list of "A few helpful books," compiled by Maude Durlin, and "Order among the magazines," by Louise C. Schrote, are other noteworthy articles in this number.

#### AMERICAN LIBRARIES

*Anderson (S. C.) P. L.* was opened with appropriate exercises on Feb. 27. Eight years ago the Anderson Library Association opened a small subscription library in the City Hall. Three years ago an offer of \$10,000 was obtained from Mr. Carnegie with the usual stipulations, and the association purchased a lot. Before the building was begun a gift of \$10,000 was made by Joseph N. Brown, a lawyer and retired banker of Anderson. Mr. Carnegie increased his gift to \$18,700, with which a very attractive and harmonious building was erected. The furniture and equipment were purchased from the Library Bureau. Miss Eva Wrigley, class of '07 Carnegie Library Training School of Atlanta, the efficient organizer of the library, had at her disposal a sufficiency of funds for all its present needs. 2000 volumes have been cataloged, well selected class books being in the majority; 500 more will soon be added. The income of Colonel Brown's fund will be used for reference and class books, and the city appropriation will supply fiction, children's books, and current expenses.

*Brooklyn, N. Y. Pratt Institute. The Engineering Digest*, February, 1908, contains a brief but interesting article, "Pratt Institute Free Library, its department of technical literature," by Edward F. Stevens, the head of this department. The following points noted are of interest:

"Transactions of the chief English and American engineering societies are kept on file, and an extensive and growing collection of trade catalogs, classified and indexed, is within easy reach of those interested; a card index of current technical literature based on the indexes published monthly by the *Engineering Digest* and the *Engineering Magazine*, and closely classified under subjects, keeps track of important articles appearing during the course of the year, which would otherwise be obscured in files of yet unbound and un-indexed papers; records of matters that have required special search are registered and filed in case the questions arise again; book reviews are collated and indexed.

*Council Bluffs (Ia.) F. P. L.* (25th rpt. year ending Dec. 31, 1906.) Added, 1106; total, 27,128. Issued, home use, 71,772. New cards issued, 2309; cards in use, 4338.

The work of re-cataloging is advancing toward completion. The circulating department having been finished and work begun on the reference department. A card charging system has been installed, replacing the old slip system, in use since 1882.

*Emporium (Pa.) P. L.* The library was opened on March 17. The opening exercises were simple, addresses being made by the founder, Miss Brooks, Mr. O. R. Howard Thompson, librarian of the James V. Brown Library, of Williamsport, and local men.

The library was organized in 1888, at which time its chief assets were a gymnasium and a reading room, but having passed through the various stages of development, Miss Maud D. Brooks, assistant librarian of the Olean (N. Y.) Public Library, was engaged two or three months ago to classify and catalog the books that it had accumulated and which now number about 1500.

The library, which was founded and is entirely supported by the Hon. Josiah Howard, will henceforth be entirely free and administered on modern lines.

*Hillsdale, Mich. Mitchell Library.* The residence of the late Charles T. Mitchell, which was bequeathed to the city for the use of a public library, has been remodeled under the direction of Mr. William A. Otis, of Chicago, architect, and Mr. T. W. Koch, librarian, University of Michigan. The library is being established under the direction of Mr. Koch, and the work of organizing will be done by Miss Mary P. Farr, whose work will date from April 15. The library will open next fall with about 10,000 volumes. Miss Mary Pratt, of Hillsdale, has been appointed librarian. Twenty-seven hundred volumes have been turned over from the Ladies' Library of Hillsdale to the new library. Mr. J. W. Spenceley has designed a very attractive bookplate for the books bought from the Mitchell bequest.

*Iowa State Library.* The *Midwestern*, January, contains, as leading article, an interesting account of the Iowa State Library. This library began with the Act of Congress separating Iowa from the Territory of Wisconsin and which provided an appropriation of \$5000 for the purchase of books to be kept at the seat of the new territorial government. The collection of law reference books, which has formed the nucleus of the entire library, is one of the most complete and extensive law libraries in the country. It numbers 40,000 volumes and is fed by an annual appropriation of \$4000. The present library is housed in the Capitol, but the miscellaneous part of the collection is to be separated from the law library and moved into the Historical Building.

*Mankato (Minn.) F. L.* (14th rpt., 1907.) Added, 1427; total, 13,023. Issued, home use, 42,420, an increase of 5092 over the preceding year. New registration, 1546; total registration, 3208. Receipts, \$6750.99; expenses, \$5068.08 (salaries, \$2013.62; books, \$1271.44; binding, \$304.40; periodicals, \$178.71; heat, \$351.18; light, \$232.25).

Books are sent regularly to hospital, jail, police station, fire station, public schools, and a delivery station. "The city being scattered over a large territory, on hill and in valley, it is our policy to increase our distributing centers, enabling us to reach a large class of non-readers"; printed invitations have been distributed in factories, hotels, mills, shops and

other business places, and special effort is made to strengthen the collection of books in useful arts, mechanics, etc.

Work in the children's department includes story hours, special exhibits, and visits and talks by the librarian to the schools. The little report indicates useful and earnest work.

*Newburgh (N. Y.) P. L.* (Rpt., year ending June 30, 1907; in rpt. of board of education, 1907, p. 50-54.) Added, 1134; total, 35,319. Issued, home use, 84,283. New cards issued, 558.

"Operations through the schools have been continued on the same plan as heretofore. 242 v. were added during the year, making a total of 4756 v. now in the school libraries, 10,193 v. were circulated from the schools."

*New York State L.* The Library for the Blind has just published in New York point "New chronicles of Rebecca" in two volumes, which is a sequel to Mrs. Wiggins' "Rebecca of Sunnybrook farm," which was printed in 1907 at \$6. The books which are to be printed this year for the Library for the Blind include: Parkman's "Jesuits in North America," Palgrave's "Golden treasury," Clemens' "Tom Sawyer," Hale's "Daily bread," Andrews' "Perfect tribute" and Miss Rhoades' gift to the library, the publication of Mrs. Gaskell's "Cranford." These books are now in press and will soon be available; they will not appear in the list of the American Printing House for the Blind until next autumn.

*Omaha, (Neb.) P. L.* (31st rpt.—year ending Dec. 31, 1907; supplied by libn.) Added, 4453; total, 77,233. Issued, home use, 228,414, an increase of 13,484 over 1906. New registration, 4120; total card-holders, 12,800. Receipts, \$20,213.74; expenses, \$20,213.74 (salaries \$12,078.80; books, \$3701.26, periodicals, \$786.74.)

There was increased use of the books in the public and private schools, this circulation amounting to 43,693 and the circulation of pictures in the schools amounting to 2516 from October-December. The work with the teachers' training class has been extended to include the kindergarten training class. The librarian mentions the use of the stereopticon as a means of bringing young people to the library and recommends an increased appropriation for slides and also an increased appropriation for printing. The work in all departments shows an increase, but the number of actual borrowers is not considered as great as it should be in a city with a population of 150,000.

*San Francisco (Cal.) P. L.* The new library building at Franklin and Hayes streets was thrown open to the public on Tuesday, March 10. There were no formal exercises in connection with the opening of the building, nor was the opening advertised in any way. The approximate cost of the new build-

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ing with its fittings, including the steel stack, was \$45,000, and this amount was saved out of the appropriations for maintenance. The interior walls and partitions of the building, aside from the stack, which is fireproof, are of Douglas spruce finished in the natural color, while the book shelves in the offices, work rooms and reading rooms are of white cedar, finished in the same way. There is no paint to be seen in the building except in the fire-doors at the openings into the stack. These fire-doors are hung so as to close automatically in case of fire, being equipped with weights and fusible links. The floors are covered with linoleum which has been given three coats of shellac. As no provision was made for a separate children's room, one corner of the open shelf room has been set aside for their use.

The new building is located about three blocks from the City Hall, where the main library was housed before the fire. There has been such a change in the character of this part of the city, however, that it is difficult to say to just what extent and by what class the library will be used. All indications point toward extensive use of both the reference and open shelf rooms. A large proportion of the readers in the open shelf room are men, partially accounted for by the fact that two employment agencies are located near at hand.

The collection at the main library now consists of approximately 25,000 volumes, and now that the library is established in quarters with facilities for utilizing its resources in the service of the public, and for handling the new books as they come in, the work of building up the collection will go forward as rapidly as possible.

It was expected that a proposed bond issue of \$1,200,000, for a main building and branches would be voted upon in May, but owing to the present high rates of interest action on this project, together with many others for the betterment of the city, has been postponed. Should interest rates be lower in the fall, it is probable that a number of bond propositions, including the library, will be voted on at the November election.

*Savannah (Ga.) P. L.* (5th rpt. 1907.) Added, 1738; total, 28,790. Issued, home use, 74,188 (fiction 68,201). Visitors, adult 56,240, children 34,798. New registration, adult 1005, children 291. The card catalog, begun in 1903 with the opening of the library, is now practically complete.

#### MISCELLANEOUS

*La Nature* for Feb. 1 has article on "Bibliothèques Publiques Américaines."

STORY TELLING. *The Educator-Journal*, for April, contains a brief article, "The purpose of story telling in the kindergarten," by Alice Butler, supervisor of kindergartens, Vincennes, Ind.

WISCONSIN LIBRARIES. Mr. Henry E. Legler in "Books for the people" (23 p. D. Milwaukee, 1908) gives a brief summary of the development of the library movement in Wisconsin. "Libraries have multiplied at such a rate, especially within the past five years, that there remains but one city with a population in excess of 3000 unprovided with a library — Prairie du Chien. There remain but 12 cities having more than 1500 inhabitants which are unprovided with public libraries. Of the smaller places, 100 to 1500 population, in many of which ability to properly support an institution of this kind is doubtful, there are now but 29."

WORK WITH THE BLIND. *The Outlook for the Blind*, for January, contains a series of articles on library work in relation to the blind as brought out in the Ninth Convention of the American Association of Workers for the Blind. Brief articles on this work are published in connection with the following libraries: Library of Congress; Free Library of Philadelphia; Public Library of Lynn, Mass.; Public Library of Brooklyn, N. Y.; Phelan Library, San Francisco, Cal.; Enoch Pratt Free Library, Baltimore, Md.; Institute Free Library, Wilmington, Del.; Circulating Library for the Blind, Saginaw, Mich.

#### Gifts and Bequests

*Boston (Mass.) Museum of Fine Arts L.* Mrs. Horatio Nelson Slater has presented the library with a gift of \$25,000, for the decoration of the library in the new building, being a fund left by her father, William Morris Hunt.

*Bridgeport (Ct.) P. L.* The will of the late E. G. Burnham, former senator, grants to the library a bequest of \$2500 to be used for the purchase of works on draughting and machinery.

*Flemington (Pa.)* The late Dr. W. H. Bartles has left the town \$10,000 to erect a public library. The bequest has been accepted by the town, and H. E. Deats has announced that he will donate a lot valued at \$5000 as a site for the library building.

*Gardner (Mass.) Levi Heywood Memorial L.* Mrs. A. M. Greenwood has given the library an endowment of \$10,000. The gift has been accepted and its income will be expended for a public reading room and branch library at West Gardner, provided the voters of the town appropriate \$500 to furnish and heat the branch.

*Granville (N. Y.)* The only condition attached to the gift of Mr. and Mrs. F. T. Pember of \$15,000 for a library building, asking that an annual tax of \$1000 be raised by the village for the library's support, has been accepted. Mr. Pember is also to give his personal museum, for which he has refused an offer of \$10,000.

*Stockton, Cal. Hazelton F. L.* By the will of the late Augustus Sudbrink, who died in Germany, the sum of \$2600, his entire property less funeral expenses, is left to the library.

*University of Wisconsin L.* James J. Hill, president of the Great Northern Railroad Company, has given the University of Wisconsin an additional \$2000 with which to develop the James J. Hill Railway Library, established by him with a gift of \$5000 three years ago.

*Winchendon, Mass.* Charles L. Beals has offered a gift of \$12,000 for a library, with the condition that the town furnish a site and foundation.

### Librarians

*BARDWELL, Willis Arthur*, assistant librarian of the Brooklyn Public Library, died on March 27, after a lingering illness, having suffered from an attack of grippe which later developed into pneumonia. His death came as a real grief to the many friends that his kindness, devoted work, and quiet, unassuming personality had made for him. Mr. Bardwell was born in Williamstown, Mass., in 1840 and came to Brooklyn in his early youth. His love of reading and studious habits made work among books his true vocation, and his first position was in a book store on Atlantic avenue, then the main business street of Brooklyn. In 1869 he went to the Athenæum Reading Room and when it was merged with the Mercantile Library in 1885 he became librarian. When the Mercantile Library was consolidated with the Brooklyn Library, Mr. Bardwell was advanced until he succeeded Stephen B. Noyes as librarian. His unfailing courtesy, knowledge of books and painstaking labor were keenly appreciated by the library's patrons, in whose interests he was ever ready to give to overflowing of his time and patience. On April 23, 1901, Mr. Bardwell was appointed assistant librarian of the Brooklyn Public Library, which appointment seemed peculiarly appropriate since in the merging of the Brooklyn Library with the Brooklyn Public Library, the knowledge of the collection he had superintended so long was an added force to the system which also gained the collection itself. In his almost seven years of whole-hearted service in the Brooklyn Public Library, Mr. Bardwell gained the affection of all the library staff, and his death was mourned as that of a personal friend. Mr. Bardwell was a member of the A. L. A. from 1890 to the time of his death.

*COMINGS, Miss Marian*, Western Reserve Library School, 1906, has resigned from the librarianship of the Young Men's Reading Room and Christian Association, Norwalk,

O., to accept a similar position at the McClymonds Public Library, Massillon, O.

*CRAMPTON, Miss Susan C.*, New York State Library School, class of 1902, has been appointed reference librarian at the Public Library, Tacoma, Wash. For the past six years Miss Crampton has been assistant reference librarian at the Carnegie Library, Pittsburgh.

*GREEN, Samuel S.*, for 37 years librarian of the Worcester (Mass.) Public Library, has resigned from that position in order that he may devote himself to literary work. Mr. Green is one of the "old guard," and his long and valuable service to the library profession at large, as well as to his own library, makes his retirement a matter of regret to his friends and associates. Under Mr. Green's guidance the Worcester library has grown until it occupies two connected buildings. Remarkable and progressive work has been done with the children and in the reference department. It is interesting to note here the statement that this library was the first in New England to open its doors on Sunday and is also said to be the first in the world to allow the renewal of books by telephone. The catalogs and finding lists of the library have always been of unusual excellence and have given but further evidence of Mr. Green's unusual bibliographical knowledge and literary expertness, which has been proven also by his many addresses and papers on literary subjects. Mr. Green was born in Worcester, Feb. 20, 1837; he first was educated in the private and public schools of his native town and graduated from Harvard College in 1858. In 1864 he graduated from Harvard Divinity School and in 1867 he was chosen a director of the Free Public Library of Worcester and four years later became its librarian. He was elected president of the American Library Association in 1891. The LIBRARY JOURNAL for August, 1891, has a sketch of his career, and his address at the San Francisco Conference, October, 1891, (also in L. J.) might well stand as a contribution to library history as well as library science. Mr. Green has held many important offices, and been identified with many educational bodies, among which may be mentioned the following: one of founders of the A. L. A., he was its vice-president from 1887 to 1889, and in 1892-1893, also its president in 1891; honorary member of the Library Association of the United Kingdom; delegate of the A. L. A. to the International Congress of Librarians at London, 1877; served on the Council of the A. L. A. and was one of the founders and the first vice-president of the Massachusetts Library Commission. The devoted service of Mr. Green to the advancement of library interests merits keen appreciation from the profession, and it is to be hoped that the library world will still profit by his labor along lines so nearly allied in interest to its own.



HILLHOUSE, Mansfield Lowell, whose death on Feb. 7 was reported in the March number of the *LIBRARY JOURNAL*, held the position of secretary of the Hispanic Society of America, and not that of librarian as there stated. The error was due to inaccurate press reports.

JOHNSTONE, Miss Lois, assistant in the Ottumwa (Ia.) Public Library, has been appointed librarian of the college library at Franklin, Ind.

MIDDLETON, Miss Jean Y., New York State Library School, class of 1891, has resigned her position as librarian of the Apprentices Library, Philadelphia, to become head of the order department of the Queensborough, (N. Y.) Public Library.

REECE, Ernest, Western Reserve Library School, 1905, has accepted the librarianship of the Oahu College, Honolulu, Hawaii, to take effect early in May.

RUSH, Charles Everett, New York State Library School, class of 1908, has been appointed librarian of the public library at Jackson, Mich.

SUTTON, C. W., librarian of the Free Libraries of Manchester, England, is making a visit of inspection to American libraries preparatory to planning the new central library which Manchester is to build on the noble site of the Royal Infirmary in Piccadilly. The chairman and a member of the board accompany Mr. Sutton, and a visit from the party will be welcomed by all American librarians.

WHITALL, Miss Mary L., has resigned from the Library of Congress to accept a position in the Library of the Bureau of Chemistry.

YEOMANS, Miss Ruth, has resigned her position as branch librarian of the Carroll Park Branch of the Brooklyn Public Library to become librarian of the Madison (N. J.) Public Library.

### Cataloging and Classification

CARNEGIE LIBRARY OF PITTSBURGH. Classified Catalogue. Part 9, Biography Carnegie Library of Pittsburgh, 1907. 2708-3075+8 p. O. 30 c. postpaid.

The D. C. has been used in this section as in those preceding, but individual biography has been arranged alphabetically by subject, and 92 has been used for the class number. Entries to parts of books are not included.

Part 10. Indexes, title-pages, contents, preface, and synopsis of classification, Carnegie Library of Pittsburgh, 1907. 3076-3890+12 p. O. \$1.20 postpaid.

This part completes the pamphlet edition of the first series of the Classified Catalogue, including all books in the library, July 1, 1902. Full author and subject indexes, which also

appeared in the three-volume edition previously issued, together with title-pages of those volumes, the table of contents, the general preface, the synopsis of classification and the errata are given.

A second series of the catalog now in process of printing, will, when completed, bring the work down to January, 1907.

LIBRARY OF CONGRESS. Card section. Bulletin 21, March 1, has the following: "As a part of the work of the United States Bureau of Education, the library of this bureau has undertaken to see that documents and non-copyrighted publications on education are promptly and systematically cataloged with printed cards. The cards are to be printed and distributed by the Library of Congress. This cataloging with printed cards for the present will be quite closely confined to current documents printed in the United States and to current non-copyrighted books on education. Each card will have the secondary entries indicated on it which are needed for a dictionary catalog."

There is also given a list of the classes of publications for which printed cards will be sold in sets at a reduced price. "The books classed in education at the Library of Congress are now recataloged and all works of a monographic nature are represented by printed cards in stock. In addition to cards for all books copyrighted in the United States, the Library of Congress, with the co-operation of the Library of the Bureau of Education, will hereafter be able to supply cards for most of the non-copyrighted English and foreign books currently printed. The collection of cards for books classed in education now amounts to about 5000." Notes as to price of, and payments for, cards are given with suggested method of ordering.

McFADDEN, Elizabeth A. and Davis, Lilian E., comps. A selected list of plays for amateurs and students of dramatic expression in schools and colleges. Cin. E. A. McFadden. 1908. C5-100 p. O.

This admirable compilation meets a long felt need and should be welcomed by librarians. The plays included are all of high moral and literary standard; each has been read by one of the compilers, and is thoroughly suitable to the purpose of the list. Besides the general list, are plays for children, for Christmas, for the open air, and also a list of Old English plays. Author and title indexes are given and the number of male and female parts, acting time and scene are indicated. The Carnegie Library of Pittsburgh printed a selection of 45 titles in its *Monthly bulletin*, January, p. 5-8.

SALISBURY, Grace E. Picture collections in small libraries. Madison, Wis., 1907. 20 p. D.

An excellent guide for use in forming and

classifying a collection of pictures in libraries. (Wisconsin Free Library Commission Instructional Department, no. 3.)

#### WESTERN MASSACHUSETTS LIBRARY CLUB.

List for small libraries; the best books of a year; a concise review of some new books of many sorts—for the guidance of librarians. C4 p. O. Western Mass. L. C. 1908.

Printed in the Springfield Republican.

### Bibliography

AMUSEMENTS, INDOOR. Reference list: Indoor amusements, pt. 2. (In Rockford (Ill.) Public Library Bulletin, February, 1908, p. 115-116.)

ATOMIC THEORY. [Short reference list.] The early history and recent development of the atomic theory. (In Boston Public Library Monthly bulletin, February, 1908. [p. 54.] )

CHILDREN, DISEASES OF. Ruhräh, J. A manual of the diseases of infants and children. 2d ed., thoroughly rev. Phil., W. B. Saunders Co., 1908. c. 9-423 p. il. pls. (partly col.) chart, diagrs., 12°.

Pediatric literature (2 p.). Bibliography (5 p.).

DEEP WATERWAYS. [Special list.] Deep waterways. (In Wilmington Institute Free Library Bulletin, February, 1908, p. 8.)

HOURS OF LABOR. Library of Congress. List of books with references to periodicals relating to the eight-hour working day and to limitation of working hours in general; comp. under the direction of A. P. C. Griffin. Washington, Government Printing Office, 1908. 24 p. O.

INQUISITION. Vacandard, E. The Inquisition; a critical and historical study of the coercive power of the church; tr. from the 2d ed. by Bertrand L. Conway. N. Y., Longmans, Green & Co., 1908. c. '07. 14+ 284 p. D.

The special value of the book lies in its criticisms, original or quoted, of the existing literature on the Inquisition Bibliography (5 p.)

IRISH HISTORY. McMahon, Edward J. Reading list on Irish history. (In Worcester Free Public Library Bulletin, March, 1908, p. 32-42.)

MACDOWELL, E. A. [Bibliography of] Edward Alexander MacDowell. (In Osterhout (Wilkes-Barré, Pa.) Free Library Bulletin, February, 1908, p. 71-72.)

POLITICAL PARTIES IN THE U. S. Library of Congress. List of works relating to political parties in the United States; comp. under direction of A. P. C. Griffin. Washington, Government Printing Office, 1907. 29 p. O.

POSTAL SAVINGS BANKS. Library of Congress. List of books with references to periodicals relating to postal savings banks; comp. under direction of A. P. C. Griffin. Washington, Government Printing Office, 1908. 23 p. O.

### Notes and Queries

INCOMPLETE FILES. The Grand Rapids (Mich.) Public Library advertises the following files in its collection as incomplete:

National Educational Association publications. The library has recently purchased a set of all these that were in print, the following years could not be obtained: 1857-60, 1863-66, 1868-70 (National Teachers' Association, predecessor of the National Educational Association); 1871-72; 1885 (National Educational Association).

Proceedings of the Congress of the National Prison Association. The library has a complete set of these except v. 1 to 3, and v. 11.

Railway Machinery. The December, 1906, number is lacking in the library files.

Perhaps some readers of the LIBRARY JOURNAL can give information that will help to supply these missing volumes.

### Library Calendar

#### APRIL

16. Long Island L. C.  
3 p.m. South Branch B'klyn P. L.  
Prof. Krapp on Pronunciation; H. M. Lydenberg on N. Y. P. L. new central building; election of officers.
- 20, 21. Ontario L. A. Toronto.
27. New England College Librarians. Cambridge, Mass.  
3d meeting. Radcliffe College.  
Address by Dr. J. S. Billings.
30. N. Y. L. C. annual dinner. Manhattan.  
Aldine Club.  
Addresses by r. Slicer, Charles Battell Loomis, Mrs. Crowe, and, it is hoped, by Mark Twain.

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The February *Bulletin of the New York Public Library* contains an article, "What Do Teachers Read?" by Mary Denson Fretlow. It closes with the following anecdote:

And last comes the littiest teacher of them all. By standing up very straight he could look across the top of my desk, and his eyes met mine unwaveringly as I accused him of having kept Baldwin's "Fifty Famous Stories" from August till December. He explained that at the end of every two weeks he left it in for a few days and I considered the matter settled. Five minutes later I looked up to find him still there—"Little boy, what do you want?" "Please, ma'am, that book."

This was too much. "You've had it three months; why don't you take some other?" "Because that's the only one she likes; I've tried another; she won't even look at it."

"She, who is she?"

"The one I teach."

I thought he was getting mixed. "The book you learn from, little boy?"

"No, ma'am, the girl I teach."

"How old is she?"

He eyed me critically—"Bout as big as you are."

I began to feel small; then he told me all about it. She was the daughter of the Italian shoe mender, the one down the steps at the corner of "Tent' avnue"; her father wasn't very kind to her, she knew no English, and had no friends; he taught her in the evenings.

I asked if he was not sleepy then. "Well, sometimes I go to sleep over the book; but she's learnin', and when she learns she'll like this better 'n Italy."

There came to my mind—"Teach these foreign children our language, our laws, our liberty, and we will have good citizens."

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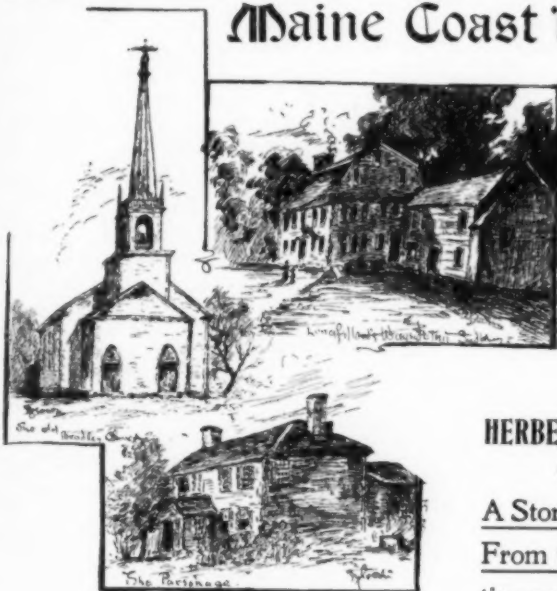


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